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ABSTRACT

This report provides information on the gender, ethnic, and racial composition of staff in the California Community Colleges, the California State University, and the University of California through the 1989-90 academic year. It is broken down into seven parts: (1) part 1 discusses the origin, preparation, limitations, and organization of the report; (2) part 2 provides information on the amount and nature of growth in staff in the segments during the time period covered by the report; (3) part 3 identifies changes in the composition of staff within the public postsecondary segments between 1979 and 1989 for the California Community Colleges and between 1977 and 1989 for the California State University and the University of California; (4) part 4 compares the composition of tne segmental staffs with that of the California labor force; (5) part 5 contrasts the composition of the segmental staffs with that of California's population to comparative base established by the Commission with resepct to educational equity; (6) part 6 presents information on the segment's affirmative action programs designed to increase the diversity of staff and prepare individuals to assume managerial and administrative positions; and (7) part 7 offers two conclusions and four Commission commitments, based on the data presented in the previous sections. Appendices include several reports concerning upward mobility development involving the institutions under study. (GLR)

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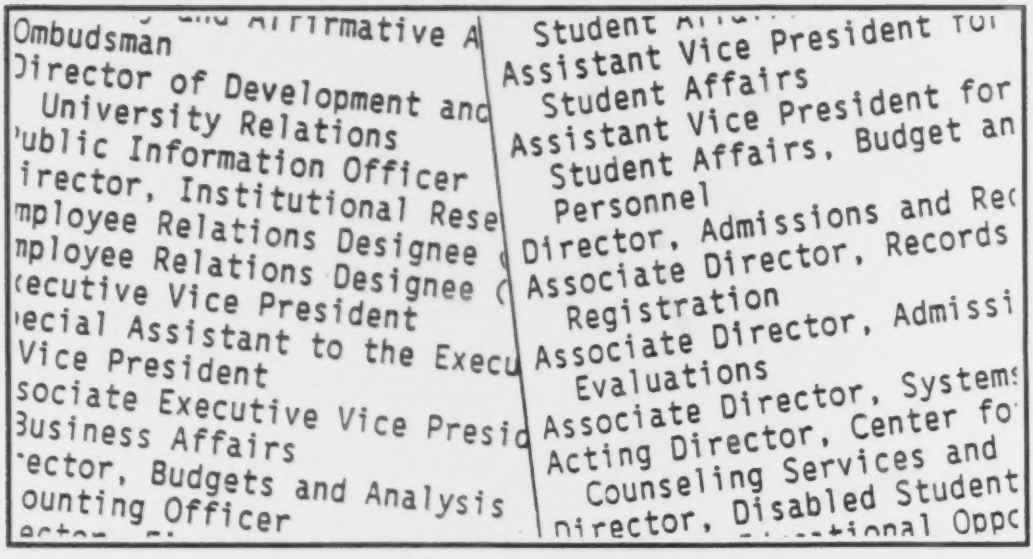
COMPOSITION OF THE STAFF IN CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES FROM 1977 TO 1989



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

Pursuant to *Education Code* 66903.1 (AB 605, Hughes, 1985) and its predecessor (AB 105, Hughes, 1977), the Commission has reported biennially since 1979 on "the representation and utilization of ethnic minorities and women among academic, administrative, and other employees" in California public postsecondary education. This report is the sixth and last in the series, and it provides information on the gender, ethnic, and racial composition of staff in the California Community Colleges, the California State University, and the University of California through the 1989-90 academic year.

The report is organized into seven parts:

- Part One on pages 1-4 discusses the origin, preparation, limitations, and organization of the report.
- Part Two on pages 5-8 provides information on the amount and nature of growth in staff in the segments during the time period covered by this report.
- Part Three on pages 9-26 identifies changes in the composition of staff within the public postsecondary segments between 1979 and 1989 for the California Community Colleges and between 1977 and 1989 for the California State University and the University of California.
- Part Four on pages 27-30 compares the composition of the segmental staffs with that of the California labor force -- the traditional basis for judgments about the effectiveness of affirmative action policies and procedures.
- Part Five on pages 31-34 contrasts the composition of the segmental staffs with that of California's population -- the comparative base established by the Commission with respect to educational equity.
- Part Six on pages 35-38 presents information on the segments' affirmative action programs designed to increase the diversity of staff and prepare individuals to assume managerial and administrative positions.
- And Part Seven on pages 39-40 offers two conclusions and four Commission commitments, based on the data presented in the previous sections.

The Commission adopted this report at its meeting on April 28, 1991, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 324-4991. Questions about the substance of the report may be directed to staff members Penny Edgert at (916) 322-8028 or Karl M. Engelbach at (916) 322-7331.

COMPOSITION OF THE STAFF IN CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES FROM 1977 TO 1989

The Sixth in the Commission's
Series of Biennial Reports
on Equal Employment Opportunity
in California's Public Colleges and Universities

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

COMMISSION REPORT 91-4
PUBLISHED APRIL 1991

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1 *Introduction*

Origins of the report

Pursuant to Education Code Section 66903.1 (AB 605, Hughes, 1985) and its predecessor (AB 105, Hughes, 1977), the California Postsecondary Education Commission reports biennially through 1990 on "the representation and utilization of ethnic minorities and women among academic, administrative, and other employees" in California public postsecondary education (Appendix A, pages 41-42). This report is the sixth and final one in the series that began in 1979.

The legislation directing the Commission to prepare this series of reports requests the three public systems to provide information on the following aspects of this topic:

> Employment, classification, and compensation of the faculty and staff by gender, ethnic, and racial categories;
>
> Patterns of utilization of groups historically underrepresented among different job categories compared with the availability of qualified members of those groups for different job categories;
>
> Specific results of affirmative action programs in reducing the underrepresentation of specific groups; and
>
> Identification of strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

Preparation of the report

In its 1987 biennial report, the Commission recommended that the last report in this series focus exclusively on providing a comprehensive analysis of the segments' postsecondary staff, since the Commission's responsibilities for providing data on faculty were being fulfilled through its September 1990 publication titled *Planning for a New Faculty: Issues for the Twenty-First Century* and through other planned studies. Assemblywoman Hughes, author of Assembly Bill 605, concurred with this recommendation. As a result, this report, unlike its predecessors, provides information on the gender, ethnic, and racial composition of only staff in the California Community Colleges, the California State University, and the University of California for the 1989-90 academic year.

Assembly Bill 605 directs the Commission to submit its findings by March 1 every other year through 1990. With the consent of Assemblywoman Hughes, the Commission typically completed previous reports in this series in June and transmitted them to the Legislature in September after the Commission had taken final action on them. However, because of difficulties in obtaining the required data for this year's report and because of the effort that the Commission expended on completing a comprehensive analysis of California's faculty needs into the twenty-first century, the Commission was unable to meet the agreed-upon extended deadline for submission of this report. The Commission did, however, submit its analysis of California's faculty needs by the agreed-upon extended deadline.

Each segment was requested to submit the following information to the Commission for inclusion in this report:

- The ethnic and gender composition of their staff according to the reporting scheme developed by the United States Equal Employment Opportunity Commission in its survey form and its supplement referred to as "EEO-6";
- The ethnic and gender composition of each of the segment's staff according to its own unique personnel employment classifications;
- The current systemwide and campus-based programs designed to develop staff for managerial, administrative, and executive positions within the segment, including informa-

tion on the effectiveness of such programs in meeting its objectives; and

- Programs under development within each segment to assist staff in assuming managerial, administrative, and executive positions.*

Reports from the three systemwide offices provide the basis for the Commission comments that appear in this report. Appendices C, D, and E – beginning on page 47 of this document -- reproduce those reports as submitted and in the following sequence:

- *The California Community Colleges:* The report submitted by the Chancellor's Office of the California Community Colleges provides staff information according to the EEO-6 employment categories in addition to information on administrative positions unique to the community colleges. The two categories of Community College administrators presented in its report are (1) Certificated Administrative, and (2) Classified Administrative. The Chancellor's Office report also presents limited information on programs designed to assist staff in preparing them for administrative positions.

- *The California State University:* The State University's report presents its staff information according to the EEO-6 employment classifications and provides limited information on its systemwide staff development programs. In addition, the State University also provided data on the composition of its management staff according to its own unique employment classifications for them.

- *The University of California:* The University of California's submission is directly responsive to the Commission's request. It provides staff data according to both the EEO-6 classifications as well as the unique employment categories used by the University's personnel system. These categories are (1) Executive Program, (2) Management and Professional (MAP) Program, (3) Administrative and Professional Staff (A&PS) Program, and (4) Staff Personnel Program. In addition, the University's report also includes extensive information on current and proposed programs, both systemwide and campus-based, designed to develop staff for management, administrative, and executive positions.

* In EEO-6, the Equal Employment Opportunity Commission categorizes staff as (1) Executive/Administrative Managerial, (2) Professional/Non-Faculty, (3) Secretarial/Clerical (4) Technical/Paraprofessional, (5) Skilled Crafts, and (6) Service/Maintenance. (A copy of EEO-6 is reproduced in Appendix B of this report along with the definitions employed by the federal government for the relevant occupational sub-categories.) In this report, the EEO-6 categories of "Skilled Crafts" and "Service/Maintenance" have been combined and are reported as "Other Staff.") In addition, because EEO-6 uses the term "Hispanic" rather than "Latino," this report -- unlike other Commission documents -- uses the term "Hispanic" for consistency with EEO-6 terminology.

Limitations of the report

The Commission's report has several limitations:

1. It contains a retrospective analysis of trends in the diversification of staff over the last 12 years within the EEO-6 occupational categories. Although these categories have been consistent since 1977, implementation of the Higher Education Employee/Employer Relations Act of 1978, collective bargaining agreements, and the implementation of a management personnel plan in 1984 resulted in California State University re-assigning staff whose positions were designated as confidential to the Executive/Administrative/Managerial category. A University of California study resulted in a change in the personnel program structure during this time period as well. As a consequence, interpretations of changes between 1977 and 1989 in this category for these systems is subject to influence from the reclassifications.

2. Each EEO-6 occupational category is expansive. Because of these large aggregations, there is difficulty in determining and understanding the nature of changes in institutional staffing patterns during the last 12 years. For example, the Federal Government established the "Professional/Non-Faculty" category and included student-service professionals, accountants, coaches, and librarians in that category -- a mixture of occupations that, from an institutional perspective, would appear to have little in common.

3. Because of initial lack of clarity from the United States Equal Employment Opportunity Commission about the definition of the occupational

categories in its EEO-6 survey, comparisons over time by occupational categories should be examined with care. For example, the placement of certain occupational designations, such as programmer, has changed during the period that this series of reports have been compiled. Moreover, there is no certainty that the three systems have categorized specific occupations in the same manner at any particular point in time. These caveats should be taken into consideration in reviewing and analyzing these data.

Organization of the report

In Part Two, the Commission examines the numerical growth in the staff workforce of the California Community Colleges, the California State University, and the University of California. Examining the growth patterns in the systems provides an estimate of net change in the staff workforce. That estimate, however, understates the number of employment opportunities that were available to each system through which to diversify their staffs because employee separations from the systems provided additional chances to hire new staff members.

In Part Three, the Commission identifies changes in the composition of staff within each of the segments according to both the EEO-6 occupational categories as well as the segments' own unique personnel classifications.

In Part Four, the Commission discusses the affirmative action programs developed by the segments to increase the diversity of their staff and prepare them to assume managerial and administrative positions.

In Part Five, the Commission compares the racial-ethnic composition of California's labor force with the segments' staff work force by occupational category.

In Part Six, the Commission examines the progress made by the segments in attaining the Commission's educational equity goal by examining the composition of the State population with that of the segments' workforces.

In Part Seven, the Commission offers conclusions from these data and presents recommendations about future Commission activities related to staff development and diversity.

2 *Opportunities for Diversification Through Staff Expansion*

BEFORE assessing the extent to which California's public colleges and universities have made progress in diversifying their staff workforce since the Commission began producing this series of reports, it is useful to know the net increase in staff size that each system has experienced during that time. Expansion in size provides one basic foundation for estimating the number of opportunities that institutions have had available to hire individuals from groups traditionally underrepresented on their staffs -- the other being replacement of existing staff through turnover. In this section of the report, the Commission examines overall growth in the staff and within EEO-6 occupational categories in preparation for assessing progress in this area.

Before presenting the data, it is important to note that the EEO-6 data displayed in this chapter includes all full-time non-academic employees regardless of funding source. While the majority of positions within the community colleges and the State Univeristy are funded through the State General Fund, only 30 percent of the University's non-academic staff is funded by the State General Fund. Furthermore, while the data below indicate that the University has experienced the greatest staff growth among California's three public postsecondary education segments, one should note that the growth among General Fund non-academic staff at the University equaled 15.5 percent over the 1985 to 1990 period, which is closer to the growth experienced in the other public segments.

Display 1 below presents the numeric and percentage changes in staff for each of California's three segments of public higher education. For the California State University and the University of California, it shows staff growth for the twelve-year period from 1977 to 1989; but for the California Community Colleges, it shows growth during the decade

DISPLAY 1 Number and Percentage Change in Total Staff and Staff by EEO-6 Occupational Classification for Each of California's Public Postsecondary Education Segments

	California Community Colleges				The California State University				University of California			
	1979	1989*	Number Change	Percent Change	1977	1989	Number Change	Percent Change	1977	1989	Number Change	Percent Change
Total Staff	18,974	20,488	1,514	8.0%	14,609	16,078	1,469	10.1%	42,323	58,322	15,999	37.8%
Executive/Administrative/ Managerial Staff	2,467	2,485	18	0.7%	480	2,364	1,884	392.5%	1,562	2,931	1,369	87.6%
Professional/ Non-Faculty Staff	1,330	2,983	1,653	124.3%	2,644	3,576	932	35.2%	12,082	20,490	8,408	69.6%
Secretarial/Clerical Staff	7,528	7,136	-392	-5.2%	5,472	4,437	-1,035	-18.9%	16,402	20,908	4,506	27.5%
Technical/ Paraprofessional Staff	2,421	3,129	708	29.2%	2,271	2,957	686	30.2%	5,351	6,439	1,088	20.3%
Other Staff	5,228	4,755	-473	-9.0%	3,742	2,744	-998	-26.7%	6,926	7,554	628	9.1%

* 1989 data unavailable for Lassen College and the San Jose and South County Community College Districts.

Source: California Postsecondary Education Commission staff analysis.

beginning in 1979 -- the first time that the Chancellor's Office, as contrasted to individual campuses, provided the requisite information as well as the first time that the category definitions were sufficiently refined.

California Community Colleges

From 1979 to 1989, the number of non-academic staff at California's Community Colleges increased by at least 1,500 employees, or 8.0 percent. Because Lassen College and the San Jose and South County Community College Districts have not submitted data for 1989, the total number of new community college staff is likely to approximate 2,000 rather than 1,500.

Growth in the individual EEO-6 occupational classifications among the community colleges demonstrated wide variation around the 8.0 percent growth rate for total staff. Growth in the Executive/Administrative/Managerial staff was minimal over the ten-year period: only 18 positions or a percentage increase of 0.7 percent. However, growth in the community colleges' Professional/Non-Faculty staff was dramatic: more than doubling over the decade. In contrast both the Secretarial/Clerical and the Other Staff categories declined -- by 5.2 and 9.0 percent, respectively. Finally, the community colleges' Technical/Paraprofessional staff increased by 29.2 percent over the decade.

Despite the extensive growth in the community colleges' Professional/Non-Faculty classification, if the total number of these added employees were divided equally among all 107 community colleges, each college would employ fewer than 28 new professional non-faculty. Similarly, if the total Technical/Paraprofessional staff was divided equally among all campuses, each would employ less than 21 new employees. Thus, although the percentage increase in these two classifications were great relative to the increase in the total staff, the Commission is relatively unconcerned about this growth in light of the small numbers involved.

The California State University

As Display 1 indicates, the California State University increased its total number of employees by slightly less than 1,500 -- amounting to a 10.1 percent increase. As was true of the community colleges, the State University's growth among the various EEO-6 occupational classifications differed widely from this mean.

Its Executive/Administrative /Managerial staff increased nearly 400 percent over the 12 years from 1977 to 1989, with 1,884 more employees in this classification than 12 years earlier. However, a significant portion of this increase can be attributed to the reclassification of positions carrying the confidential designation to this category. Because of this reclassification, it is impossible to determine from these data the actual growth in only executive positions. As with the community colleges, Professional /Non-Faculty and Technical/Paraprofessional staff at the State University also demonstrated growth that exceeded the growth in total staff. Both Professional and Technical staff increased by more than 30 percent over the 12-year period. The two remaining EEO-6 classifications -- Secretarial/Clerical and Other Staff -- both demonstrated decreases since 1977, with the State University employing 18.9 percent fewer Clerical employees and 26.7 percent fewer employees in the Other Staff classification. As noted previously, the decrease seen among Clerical staff is likely a result of the reclassification of confidential positions to the Executive classification.

University of California

From 1977 to 1989, the University of California increased its total non-academic staff by nearly 16,000 employees, a 37.8 percent increase.

The Executive/Administrative/Managerial and the Professional/Non-Faculty occupational categories demonstrated the greatest growth, 87.6 and 69.6 percent, respectively. The University employed nearly 1,400 more Executive/Administrative/Managerial staff and 8,400 more Professional/Non-Fac-

ulty staff in 1989 than it did 12 years earlier. The growth in the Secretarial/Clerical classification amounted to 4,500 new positions -- an increase of 27.5 percent over the 12-year period. Its Technical/Paraprofessional classification grew by nearly the same rate as the Clerical classification, 20 percent since 1979, an increase of more than 1,000 positions. Finally, the University's Other Staff classification also grew, although slower than any of the other EEO-6 classifications -- by 9.1 percent or by 628 positions.

Summary

All three segments experienced growth in their total non-academic staff workforce during the decade from 1979 to 1989 for the California Community Colleges and from 1977 to 1989 for the two California public university systems. The increase in the total number of non-academic staff at both the community colleges and the State University was approximately 1,500, while the University's total non-academic staff increased nearly 16,000 over the same period. All three segments demonstrated significant growth in their Professional/Non-Faculty staff. Both the community colleges and the State University experienced a decline in the number of individuals employed in the Secretarial/Clerical and Other Staff classifications, while the University experienced growth in both those classifications, although at a rate less than the growth in its total staff. Finally, the number of Technical/Paraprofessional staff within all three segments also grew -- for the community colleges, by 29.2 percent from 1979 to 1989 and for the State University and University by 30.2 percent and 20.3 percent, respectively, from 1977 to 1989.

This growth has given the segments opportunities that they may not have otherwise had to increase the diversity of their staff workforce. The following section can be viewed as the way in which each has utilized these opportunities.

3 Composition of the Staff in Each Segment

HAVING DISCUSSED in Part Two of this report the net *growth* in the staff of California's three segments of public higher education through which these segments have had an opportunity to enhance the diversity of their non-academic workforce, the Commission in this third part of the report examines changes in the *composition* of each segment's staff over the past decade -- first in terms of the categories used by the United States Equal Employment Opportunity Commission in its "EEO-6" surveys and then in terms of the segments' own unique categories of staff personnel.

California Community Colleges

Staff composition according to the EEO-6 classifications

Data on the gender and racial-ethnic composition of staff within California's community colleges from Fall 1979 -- the first year for which EEO-6 data for these colleges is available -- to Fall 1989 appears in Display 2 on pages 10-11.

Racial-ethnic composition: As Display 2 shows, in 1979, 27.6 percent of the California community colleges' staff workforce was from Asian, Black, Hispanic, and Native American backgrounds, while by 1989, over one-third of the staff were from these backgrounds. All racial-ethnic groups except White staff experienced numerical and proportional growth in their representation over the decade, with the largest proportional increases being made by Asian and Hispanic staff.

The trend evidenced in the Executive/Administrative/Managerial classification is consistent with the trend evidenced in the total staff workforce. All racial-ethnic groups increased their numbers and proportions with the exception of White staff, whose proportional representation in this employment category decreased from 82.0 to 75.8 percent in 1989. The largest numerical and proportional gains in this category were made by individuals from Hispanic backgrounds.

In the Professional/Non-Faculty classification, all racial-ethnic groups increased their numerical representation, with White staff demonstrating the greatest increase. Despite this increase, individuals from White backgrounds were the only group to experience a decline in their proportional representation, while those from Black and Native American backgrounds demonstrated the greatest proportional increase.

In the Secretarial/Clerical classification, the number of staff from Black and White backgrounds decreased, while those in the remaining racial-ethnic categories increased, with the greatest increase being experienced among Hispanic staff. Despite the decrease in the numerical representation among Black and White staff in this category, the proportional representation of Black staff remained constant, while that of White staff decreased approximately 7 percent to 67.3 percent in 1989. Asian staff demonstrated the greatest proportional increase in this employment category.

All racial-ethnic groups experienced an increase in their numerical representation in the Technical/Paraprofessional classification, with White staff experiencing the greatest such increase. The proportional representation of all racial-ethnic groups except White staff also increased, with the greatest increase being achieved by Asian staff.

In the Other Staff classification, only individuals from Asian and Hispanic backgrounds were able to increase their numerical and proportional representation in this occupational classification, while the representation of those from all other racial-ethnic groups decreased. The greatest numeric decrease was experienced by White staff whose proportional representation in this employment category decreased from 61.2 to 53.2 percent.

DISPLAY 2 Number and Percent of Staff by Category, Gender, and Racial-Ethnic Background at

MEN

Occupational Category	1979 Number	1979 % of Category	1979 % of Total	1989 Number	1989 % of Category	1989 % of Total	1979-1989 Number Change	1979-1989 % Change of 1979 Base	1979 Number	1979 % of Category
Executive/Administrative/Managerial										
Asian	47	2.4	1.9	53	3.3	2.1	6	12.8	25	4.7
Black	136	7.0	5.5	150	9.4	6.0	14	10.3	57	10.7
Hispanic	140	7.2	5.7	183	11.5	7.4	43	30.7	21	3.9
Native American	14	0.7	0.6	18	1.1	0.7	4	28.6	5	0.9
White	1,595	82.6	64.7	1,194	74.7	48.0	-401	-25.1	427	79.8
Total	1,932	100.0	78.3	1,598	100.0	64.3	-334	-17.3	535	100.0
Professional/Non-Faculty										
Asian	55	7.7	4.1	105	7.9	3.5	50	90.9	58	9.4
Black	56	7.8	4.2	153	11.5	5.1	97	173.2	44	7.1
Hispanic	83	11.6	6.2	187	14.1	6.3	104	125.3	40	6.5
Native American	4	0.6	0.3	9	0.7	0.3	5	125.0	1	0.2
White	516	72.3	38.8	874	65.8	29.3	358	69.4	473	76.8
Total	714	100.0	53.7	1,328	100.0	44.5	614	86.0	616	100.0
Secretarial/Clerical										
Asian	46	9.4	0.6	101	18.6	1.4	55	119.6	398	5.7
Black	88	18.0	1.2	83	15.3	1.2	-5	-5.7	629	8.9
Hispanic	64	13.1	0.9	80	14.7	1.1	16	25.0	652	9.3
Native American	9	1.8	0.1	6	1.1	0.1	-3	-33.3	38	0.5
White	283	57.8	3.8	274	50.4	3.8	-9	-3.2	5,321	75.6
Total	490	100.0	6.5	544	100.0	7.6	54	11.0	7,038	100.0
Technical/Paraprofessional										
Asian	54	4.3	2.2	134	9.6	4.3	80	148.1	67	5.7
Black	82	6.6	3.4	84	6.0	2.7	2	2.4	55	4.7
Hispanic	116	9.3	4.8	144	10.4	4.6	28	24.1	105	9.0
Native American	10	0.8	0.4	9	0.6	0.3	-1	-10.0	11	0.9
White	986	79.0	40.7	1,020	73.3	32.6	34	3.4	935	79.7
Total	1,248	100.0	51.5	1,391	100.0	44.5	143	11.5	1,173	100.0
Other Staff										
Asian	217	5.1	4.2	312	7.9	6.6	95	43.8	24	2.5
Black	770	18.0	14.7	639	16.1	13.4	-131	-17.0	181	19.2
Hispanic	698	16.3	13.4	890	22.5	18.7	192	27.5	78	8.3
Native American	52	1.2	1.0	45	1.1	0.9	-7	-13.5	11	1.2
White	2,547	59.5	48.7	2,076	52.4	43.7	-471	-18.5	650	68.9
Total	4,284	100.0	81.9	3,962	100.0	83.3	-322	-7.5	944	100.0
Total Staff										
Asian	419	4.8	2.2	705	8.0	3.4	286	68.3	572	5.6
Black	1,132	13.1	6.0	1,109	12.6	5.4	-23	-2.0	966	9.4
Hispanic	1,101	12.7	5.8	1,484	16.8	7.2	383	34.8	896	8.7
Native American	89	1.0	0.5	87	1.0	0.4	-2	-2.2	66	0.6
White	5,927	68.4	31.2	5,438	61.6	26.5	-489	-8.3	7,806	75.7
Total	8,668	100.0	45.7	8,823	100.0	43.1	155	1.8	10,306	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

The Chancellor's Office, Lassen College, San Jose CCD and South County CCD personnel are not included in this report.

Source: California Postsecondary Education Commission staff analysis.

the California Community Colleges, Fall 1979 and Fall 1989

WOMEN						TOTAL					
1989			1979-1989			1979		1989		1979-1989	
% of Total	Number	% of Category	% of Total	Number Change	% Change of 1979 Base	Number	% of Category	Number	% of Category	Number Change	% Change of 1979 Base
1.0	40	4.5	1.6	15	60.0	72	2.9	93	3.7	21	29.2
2.3	93	10.5	3.7	36	63.2	193	7.8	243	9.8	50	25.9
0.9	56	6.3	2.3	35	166.7	161	6.5	239	9.6	78	48.4
0.2	9	1.0	0.4	4	80.0	19	0.8	27	1.1	8	42.1
17.3	689	77.7	27.7	262	61.4	2,022	82.0	1,883	75.8	-139	-6.9
21.7	887	100.0	35.7	352	65.8	2,467	100.0	2,485	100.0	18	0.7
4.4	135	8.2	4.5	77	132.8	113	8.5	240	8.0	127	112.4
3.3	211	12.7	7.1	167	379.5	100	7.5	364	12.2	264	264.0
3.0	191	11.5	6.4	151	377.5	123	9.2	378	12.7	255	207.3
0.1	14	0.8	0.5	13	1300.0	5	0.4	23	0.8	18	360.0
35.6	1,104	66.7	37.0	631	133.4	989	74.4	1,978	66.3	989	100.0
46.3	1,655	100.0	55.5	1,039	168.7	1,330	100.0	2,983	100.0	1,653	124.3
5.3	551	8.4	7.7	153	38.4	444	5.9	652	9.1	208	46.8
8.4	593	9.0	8.3	-36	-5.7	717	9.5	676	9.5	-41	-5.7
8.7	867	13.2	12.1	215	33.0	716	9.5	947	13.3	231	32.3
0.5	55	0.8	0.8	17	44.7	47	0.6	61	0.9	14	29.8
70.7	4,526	68.7	63.4	-795	-14.9	5,604	74.4	4,800	67.3	-804	-14.3
93.5	6,592	100.0	92.4	-446	-6.3	7,528	100.0	7,136	100.0	-392	-5.2
2.8	152	8.7	4.9	85	126.9	121	5.0	286	9.1	165	136.4
2.3	100	5.8	3.2	45	81.8	137	5.7	184	5.9	47	34.3
4.3	204	11.7	6.5	99	94.3	221	9.1	348	11.1	127	57.5
0.5	16	0.9	0.5	5	45.5	21	0.9	25	0.8	4	19.0
38.6	1,266	72.8	40.5	331	35.4	1,921	79.3	2,286	73.1	365	19.0
48.5	1,738	100.0	55.5	565	48.2	2,421	100.0	3,129	100.0	708	29.2
0.5	41	5.2	0.9	17	70.8	241	4.6	353	7.4	112	46.5
3.5	156	19.7	3.3	-25	-13.8	951	18.2	795	16.7	-156	-16.4
1.5	133	16.8	2.8	55	70.5	776	14.8	1,023	21.5	247	31.8
0.2	8	1.0	0.2	-3	-27.3	63	1.2	53	1.1	-10	-15.9
12.4	455	57.4	9.6	-195	-30.0	3,197	61.2	2,531	53.2	-666	-20.8
18.1	793	100.0	16.7	-151	-16.0	5,228	100.0	4,755	100.0	-473	-9.0
3.0	919	7.9	4.5	347	60.7	991	5.2	1,624	7.9	633	63.9
5.1	1,153	9.9	5.6	187	19.4	2,098	11.1	2,262	11.0	164	7.8
4.7	1,451	12.4	7.1	555	61.9	1,997	10.5	2,935	14.3	938	47.0
0.3	102	0.9	0.5	36	54.5	155	0.8	189	0.9	34	21.9
41.1	8,040	68.9	39.2	234	3.0	13,733	72.4	13,478	65.8	-255	-1.9
54.3	11,665	100.0	56.9	1,359	13.2	18,974	100.0	20,488	100.0	1,514	8.0

Gender composition: The proportion of women in the total staff workforce increased from 54.3 to 56.9 percent over the past decade, with the number of women in every racial-ethnic category increasing. Only White women declined in proportional representation in the total staff workforce.

Over the past decade, women increased both their numerical and proportional representation in the Executive/Administrative/Managerial classification. In 1987, women represented 21.7 percent of this classification and by 1989 their representation had grown to over 35 percent. Women from all racial-ethnic groups increased their numbers, with White women demonstrating the greatest numerical increase. Women from all racial-ethnic categories also increased their proportional representation in this employment category, with the greatest proportional increase being experienced by Hispanic women. The number of men holding managerial positions actually declined from 1979 to 1989, with White men being the only group to experience a decline in their numerical representation.

Women also increased their numerical and proportional representation in the Professional/Non-Faculty classification. By 1989, women represented 55.5 percent of all those employed in this category -- a 9.2 percent increase since 1977. As evidenced in the Executive/Administrative/Managerial classification, women from all racial-ethnic groups also increased their numerical and proportional representation in this employment classification. Black, Hispanic, and Native American women all made significant progress in increasing their proportional representation in this occupational category. While men from all racial-ethnic backgrounds increased their numbers, only Black men made any significant progress in increasing their proportion in this classification.

In the Secretarial/Clerical classification, the proportion of women employed declined from 93.5 to 92.4 percent, with White women holding 795 fewer positions in this classification in 1989 than they did a decade earlier. The proportional representation of women from all racial-ethnic groups except White increased over the decade, with Asian and Hispanic women experiencing the greatest proportional increase. While the number and proportion of men from all racial-ethnic categories except Asian experienced either a small decrease or a very modest increase, Asian males increased both their number and proportion in this employment category.

The trend evidenced in the Professional/Non-Faculty classification can also be seen in the Technical Paraprofessional classification, in which women increased their proportion from 48.5 percent in 1979 to 55.5 percent in 1989. Women from all racial-ethnic groups increased both their numerical and proportional representation in this employment category, with White women demonstrating the greatest numerical increase and Asian women demonstrating the greatest proportional increase. While men in all racial-ethnic groups except for Native American showed modest numerical gains, only Asian men increased their proportional representation in this occupational classification.

Both men and women from Black, Native American, and White backgrounds experienced numerical and proportional declines in the Other Staff category, while Asian and Hispanic men and women demonstrated both numeric and proportional gains. Overall, women's representation in this classification decreased slightly from 18.1 to 16.7 percent.

Composition of administrators according to the community colleges' unique classification

The Chancellor's Office of the California Community Colleges included in its submission to the Commission data on administrators as defined by its unique personnel classifications of Certificated and Classified Administrators. The percentage of Certificated and Classified Administrators by gender and racial-ethnic group in 1987 and 1989 the only period for which these data were currently available appears in Display 3 on page 13.

Racial-ethnic composition: Overall, the percentage of administrators in the community colleges from Black, Hispanic, and Native American backgrounds increased, while the percentage from Asian and White backgrounds decreased. The same trend was also observed in the Certificated Administrative classification. However, in the Classified Administrative classification, the proportion of Black and White administrators increased, while those from the remaining racial-ethnic groups declined.

Gender composition: Overall, women increased their proportional representation among communi-

DISPLAY 3 *Percent of Staff in Administrative Positions in the California Community Colleges, by Gender and Ethnicity, 1987 and 1989*

	Certificated Administrative		Classified Administrative		Total Administrative	
Racial-Ethnic Background	1987	1989	1987	1989	1987	1989
Asian	3.6%	3.3%	3.8%	3.6%	3.7%	3.4%
Black	10.4	10.9	6.9	7.2	9.4	9.7
Hispanic	9.1	10.2	8.6	8.0	9.0	9.5
Native American	1.0	1.4	0.8	0.7	0.9	1.2
White	75.9	74.3	79.9	80.5	77.0	76.3
Gender						
Men	70.8	66.6	63.5	58.2	68.7	63.9
Women	29.2	33.4	36.5	41.8	31.3	36.1

Source: California Postsecondary Education Commission staff analysis.

ty college administrators, and now represent over 36 percent of all such positions. Women also increased their proportional representation in both the Certificated and Classified Administrative classifications.

The California State University

Staff composition according to the EEO-6 classifications

Data on the gender and racial-ethnic composition of staff at the California State University according to the EEO-6 employment classifications is presented in Display 4 on the next two pages.

Racial-ethnic composition: In 1977, nearly 26 percent of the total staff workforce was from Asian, Black, Hispanic, or Native American backgrounds, compared to 33.1 percent in 1989. All racial-ethnic groups except White staff experienced growth in their numerical representation from 1977 to 1989, with the largest increases being made in the number and proportion of Asian and Hispanic staff members.

For the Executive/Administrative/Managerial classification, staff in all racial-ethnic categories increased their numerical representation in the workforce, although this change is at least partially accounted for by the reclassification of positions carrying the confidential designation to this category in 1981. While the number of White staff in this category showed the greatest numerical increase, the proportional representation of Asian, Black, Hispanic, and Native American staff each more than doubled. As a consequence, these groups together increased their representation from 8.5 percent in 1977 to 22.0 percent in 1989.

In the Professional/Non-Faculty category, the trend noted above, although less striking, was repeated. Each racial-ethnic category numerically increased; proportionally, the combined presence of Asian, Black, Hispanic, and Native American staff accounted for 28.4 percent of the category, compared to 20.1 percent in 1977.

In the Secretarial/Clerical category, only Hispanic staff made substantive numerical gains. However, because of the dramatic decline in the number of White staff in this classification, all other racial-ethnic groups demonstrated a proportional increase.

In the Technical/Paraprofessional classification, all racial-ethnic groups increased their numbers and

DISPLAY 4 Number and Percent of Staff by Category, Gender, and Racial-Ethnic Background at

MEN

Occupational Category	1977 Number	1977 % of Category	1977 % of Total	1989 Number	1989 % of Category	1989 % of Total	1977-1989 Number Change	1977-1989 % Change of 1977 Base	1977 Number	1977 % of Category
Executive/Administrative/Managerial										
Asian	8	1.8	1.7	64	4.2	2.7	56	700.0	1	2.6
Black	14	3.2	2.9	146	9.6	6.2	132	942.9	5	13.2
Hispanic	12	2.7	2.5	116	7.6	4.9	104	866.7	1	2.6
Native American	0	0.0	0.0	5	0.3	0.2	5	n/a	0	0.0
White	408	92.3	85.0	1,187	78.2	50.2	779	190.9	31	81.6
Total	442	100.0	92.1	1,518	100.0	64.2	1,076	243.4	38	100.0
Professional/Non-Faculty										
Asian	63	4.1	2.4	120	7.8	3.4	57	90.5	68	6.1
Black	116	7.6	4.4	143	9.3	4.0	27	23.3	99	8.8
Hispanic	113	7.4	4.3	155	10.1	4.3	42	37.2	51	4.5
Native American	16	1.1	0.6	13	0.8	0.4	-3	-18.8	6	0.5
White	1,215	79.8	46.0	1,103	71.9	30.8	-112	-9.2	897	80.0
Total	1,523	100.0	57.6	1,534	100.0	42.9	11	0.7	1,121	100.0
Secretarial/Clerical										
Asian	27	5.9	0.5	42	14.5	0.9	15	55.6	302	6.0
Black	63	13.8	1.2	50	17.2	1.1	-13	-20.6	392	7.8
Hispanic	47	10.3	0.9	50	17.2	1.1	3	6.4	505	10.1
Native American	8	1.8	0.1	2	0.7	0.0	-6	-75.0	24	0.5
White	310	68.1	5.7	146	50.3	3.3	-164	-52.9	3,794	75.6
Total	455	100.0	8.3	290	100.0	6.5	-165	-36.3	5,017	100.0
Technical/Paraprofessional										
Asian	63	5.1	2.8	133	10.0	4.5	70	111.1	67	6.4
Black	61	5.0	2.7	87	6.5	2.9	26	42.6	55	5.3
Hispanic	68	5.5	3.0	122	9.1	4.1	54	79.4	43	4.1
Native American	5	0.4	0.2	9	0.7	0.3	4	80.0	4	0.4
White	1,034	84.0	45.5	985	73.7	33.3	-49	-4.7	871	83.8
Total	1,231	100.0	54.2	1,336	100.0	45.2	105	8.5	1,040	100.0
Other Staff										
Asian	222	7.0	5.9	224	10.0	8.2	2	0.9	26	4.6
Black	509	16.0	13.6	316	14.2	11.5	-193	-37.9	165	29.4
Hispanic	492	15.5	13.1	506	22.7	18.4	14	2.8	57	10.2
Native American	34	1.1	0.9	35	1.6	1.3	1	2.9	6	1.1
White	1,924	60.5	51.4	1,149	51.5	41.9	-775	-40.3	307	54.7
Total	3,181	100.0	85.0	2,230	100.0	81.3	-951	-29.9	561	100.0
Total Staff										
Asian	383	5.6	2.6	583	8.4	3.6	200	52.2	464	6.0
Black	763	11.2	5.2	742	10.7	4.6	-21	-2.8	716	9.2
Hispanic	732	10.7	5.0	949	13.7	5.9	217	29.6	657	8.4
Native American	63	0.9	0.4	64	0.9	0.4	1	1.6	40	0.5
White	4,891	71.6	33.5	4,570	66.2	28.4	-321	-6.6	5,900	75.9
Total	6,832	100.0	46.8	6,908	100.0	43.0	76	1.1	7,777	100.0

Notes: Sonoma State University excludes all intermittent (hourly) employees and those employed for 90 days or less. Due to rounding, each column may not add to exactly 100 percent.

Source: California Postsecondary Education Commission staff analysis.

the California State University, Fall 1977 and Fall 1989

WOMEN						TOTAL					
1989			1977-1989			1977		1989		1977-1989	
% of Total	Number	% of Category	% of Total	Number Change	% Change of 1977 Base	Number	% of Category	Number	% of Category	Number Change	% Change of 1977 Base
0.2	49	5.8	2.1	48	4800.0	9	1.9	113	4.8	104	1155.6
1.0	75	8.9	3.2	70	1400.0	19	4.0	221	9.3	202	1063.2
0.2	56	6.6	2.4	55	5500.0	13	2.7	172	7.3	159	1223.1
0.0	9	1.1	0.4	9	n/a	0	0.0	14	0.6	14	n/a
6.5	657	77.7	27.8	626	2019.4	439	91.5	1,844	78.0	1,405	320.0
7.9	846	100.0	35.8	808	2126.3	480	100.0	2,364	100.0	1,884	392.5
2.6	196	9.6	5.5	128	188.2	131	5.0	316	8.8	185	141.2
3.7	185	9.1	5.2	86	86.9	215	8.1	328	9.2	113	52.6
1.9	185	9.1	5.2	134	262.7	164	6.2	340	9.5	176	107.3
0.2	17	0.8	0.5	11	183.3	22	0.8	30	0.8	8	36.4
33.9	1,459	71.4	40.8	562	62.7	2,112	79.9	2,562	71.6	450	21.3
42.4	2,042	100.0	57.1	921	82.2	2,644	100.0	3,576	100.0	932	35.2
5.5	319	7.7	7.2	17	5.6	329	6.0	361	8.1	32	9.7
7.2	436	10.5	9.8	44	11.2	455	8.3	486	11.0	31	6.8
9.2	634	15.3	14.3	129	25.5	552	10.1	684	15.4	132	23.9
0.4	29	0.7	0.7	5	20.8	32	0.6	31	0.7	-1	-3.1
69.3	2,729	65.8	61.5	-1,065	-28.1	4,104	75.0	2,875	64.8	-1,229	-29.9
91.7	4,147	100.0	93.5	-870	-17.3	5,472	100.0	4,437	100.0	-1,035	-18.9
3.0	149	9.2	5.0	82	122.4	130	5.7	282	9.5	152	116.9
2.4	136	8.4	4.6	81	147.3	116	5.1	223	7.5	107	92.2
1.9	176	10.9	6.0	133	309.3	111	4.9	298	10.1	187	168.5
0.2	14	0.9	0.5	10	250.0	9	0.4	23	0.8	14	155.6
38.4	1,146	70.7	38.8	275	31.6	1,905	83.9	2,131	72.1	226	11.9
45.8	1,621	100.0	54.8	581	55.9	2,271	100.0	2,957	100.0	686	30.2
0.7	40	7.8	1.5	14	53.8	248	6.6	264	9.6	16	6.5
4.4	143	27.8	5.2	-22	-13.3	674	18.0	459	16.7	-215	-31.9
1.5	130	25.3	4.7	73	128.1	549	14.7	636	23.2	87	15.8
0.2	3	0.6	0.1	-3	-50.0	40	1.1	38	1.4	-2	-5.0
8.2	198	38.5	7.2	-109	-35.5	2,231	59.6	1,347	49.1	-884	-39.6
15.0	514	100.0	18.7	-47	-8.4	3,742	100.0	2,744	100.0	-998	-26.7
3.2	753	8.2	4.7	289	62.3	847	5.8	1,336	8.3	489	57.7
4.9	975	10.6	6.1	259	36.2	1,479	10.1	1,717	10.7	238	16.1
4.5	1,181	12.9	7.3	524	79.8	1,389	9.5	2,130	13.2	741	53.3
0.3	72	0.8	0.4	32	80.0	103	0.7	136	0.8	33	32.0
40.4	6,189	67.5	38.5	289	4.9	10,791	73.9	10,759	66.9	-32	-0.3
53.2	9,170	100.0	57.0	1,393	17.9	14,609	100.0	16,078	100.0	1,469	10.1

only the proportional representation of White staff in this category declined.

In the Other Staff employment classification, only Asian and Hispanic staff experienced numerical increases, while all other racial-ethnic groups experienced a decline in their number. Because of the substantial decrease in the number of Black and White staff in this category, all other racial-ethnic groups increased their proportional representation in this category.

Gender composition: The proportion of women in the total staff workforce increased from 53.2 to 57.0 percent since 1977, with the number of women in every racial-ethnic category increasing. Only White women declined in proportional representation among the female staff workforce.

The number and proportion of women in the Executive/Administrative/Managerial classification have grown dramatically, which is attributable, in large measure, to the reclassification discussed above. In 1977, less than 8 percent of staff in this classification were women, compared to 35.8 percent in 1989. While White women experienced the largest numerical growth among women, the growth in the number of women from other racial-ethnic groups is astounding. In 1977, only seven women from Asian, Black, Hispanic, and Native American backgrounds were employed in this classification. However, by 1989, 189 women from these backgrounds held positions in this category. Men from all racial-ethnic backgrounds also increased their numerical representation in this category. Men and women from all racial-ethnic groups increased their proportional representation in the Executive category, with the sole exception being White males.

Women also increased their representation in the Professional/Non-Faculty classification, increasing their representation from 42.4 percent in 1977 to 57.1 percent in 1989. Women from each racial-ethnic group increased both their number and proportion in this occupational classification. Only Asian, Black, and Hispanic males increased their numbers in this classification, with only Asian males making any significant progress in increasing their representation in this employment category.

The proportional representation of women in the remaining occupational categories also increased: In the Secretarial/Clerical classification, the proportion of women increased from 91.7 to 93.5; in the Technical/Paraprofessional category, it grew from 45.8 to 54.8; and in the Other Staff category, it expanded from 15.0 to 18.7. Among all three categories, Hispanic women showed the greatest numeric and proportional increases, while White males experienced both numeric and proportional declines in their representation.

Composition of management according to the State University's unique classifications

The State University also submitted information about the gender and racial-ethnic composition of its management and supervisory employees. The State University implemented a Management Personnel Plan that classifies management and supervisory employees into four grade levels. Grade Levels I and II include middle managers and supervisory employees, while Grade Levels III and IV include vice presidents, deans, senior managers, and senior directors. The number and percentage of staff classified in Grade Levels I and II and in Grade Levels III and IV by gender and racial-ethnic group in 1987 and 1989 the only period for which these data were currently available is presented in Display 5 on page 17.

Overall increase in management staff: From 1987 to 1989, the State University's management workforce increased by 48 positions or 2.1 percent. However, all of this growth occurred within the Grade Level I and II positions, which are principally supervisory in nature, and none occurred at the upper Grade Levels.

Racial-ethnic composition: In 1987, 20.6 percent of the State University's management workforce was from Asian, Black, Hispanic, and Native American backgrounds compared to 22.5 percent in 1989. All racial-ethnic groups with the exception of Native American and White staff increased their numerical and proportional representation among the management staff. Hispanic management staff demonstrated the greatest numeric and proportional growth over the two year period.

Among Grade Levels I and II, all racial-ethnic groups increased their numeric representation,

DISPLAY 5 Number and Percent of Management Staff by Level, Racial-Ethnic Background, and Gender at the California State University, 1987 and 1989

Occupational Category and Characteristic	1987 Number	1987 Percent of Category	1989 Number	1989 Percent of Category	1987-1989 Number Change	1987-1989 Percent Change from 1987 Base
Racial-Ethic Background						
Supervisory -- Grade Levels I and II						
Asian	67	5.6%	79	6.4%	12	17.9%
Black	125	10.5	132	10.6	7	5.6
Hispanic	96	8.1	108	8.7	12	12.5
Native American	8	0.7	9	0.7	1	12.5
White	896	75.2	912	73.5	16	1.8
Total	1,192	100.0%	1,240	100.0%	48	4.0%
Management -- Grade Levels III and IV						
Asian	42	3.8%	38	3.4%	-4	-9.5%
Black	82	7.4	90	8.1	8	9.8
Hispanic	50	4.5	70	6.3	20	40.0
Native American	6	0.5	5	0.4	-1	-16.7
White	935	83.9	912	81.8	-23	-2.5
Total	1,115	100.0%	1,115	100.0%	0	0.0%
All Grade Levels						
Asian	109	4.7%	117	5.0%	8	7.3%
Black	207	9.0	222	9.4	15	7.2
Hispanic	146	6.3	178	7.6	32	21.9
Native American	14	0.6	14	0.6	0	0.0
White	1,831	79.4	1,824	77.5	-7	-0.4
Total	2,307	100.0%	2,355	100.0%	48	2.1%
Gender						
Supervisory -- Grade Levels I and II						
Male	634	53.2%	680	54.8%	46	7.3%
Female	558	46.8	560	45.2	2	0.4
Total	1,192	100.0	%1,240	100.0%	48	4.0%
Management -- Grade Levels III and IV						
Male	870	78.0%	833	74.7%	-37	-4.3%
Female	245	22.0	282	25.3	37	15.1
Total	1,115	100.0%	1,115	100.0%	0	0.0%
All Grade Levels						
Male	1,504	65.2%	1,513	64.2%	9	0.6%
Female	803	34.8	842	35.8	39	4.9
Total	2,307	100.0%	2,355	100.0%	48	2.1%

Note: The numbers may not add to 100 percent due to rounding.

Source: California Postsecondary Education Commission staff analysis.

with the greatest increase being made among White staff. Despite this fact, the proportional representation of White staff decreased, while that of all other racial-ethnic groups increased or remained constant. Individuals from Asian backgrounds demonstrated the greatest proportional growth over the two-year period, increasing from 5.6 percent of the Grade Level I and II staff to 6.4 percent of that staff.

Within Grade Levels III and IV, Hispanic and Black staff were the only racial-ethnic groups to increase their numeric or proportional representation. Individuals of Hispanic background demonstrated the greatest progress with a numeric growth of 20 and a proportional growth of 1.8 percent. Individuals from Asian, Native American, and White backgrounds all decreased in numerical and proportional representation, with the greatest numeric decrease being seen among White staff and the greatest proportional decrease being seen among Native American staff because of their small numbers.

Gender composition: The proportional representation of women among the State University's management staff increased one percentage point since 1987, from 34.8 to 35.8 percent. All of the progress can be attributed to the increase in the number of women employed in Grade Level III and IV positions. Although no numeric increase occurred in the number of positions at these levels, women were hired into every position that became open during the two-year period. As a result, women increased their proportional representation from 22.0 to 25.3 percent in these grade levels. However, among Grade Levels I and II, the proportion of women decreased from 46.8 to 45.2 percent.

University of California

Staff composition according to the EEO-6 classifications

Display 6 on pages 20-21 presents data on the ethnic and gender composition of the University's staff according to the EEO-6 occupational classifications.

Racial-ethnic composition: In 1977, 30.0 percent of the University's total staff workforce was from Asian, Black, Hispanic, or Native American backgrounds, compared to 36.3 percent in 1989. While the University increased the proportion of Asian and Hispanic staff, it did not increase the proportion of Native American and Black staff. In fact, the proportion of Black staff has decreased from 13.4 percent in 1977 to 11.8 percent in 1989, despite the University employing 1,200 more Black staff members in 1989 than in 1977. All racial-ethnic groups experienced growth in their numerical representation from 1977 to 1989, with the largest numerical gains being made among Asian and White staff. Proportionally, Asian staff increased by over 123 percent and Hispanic staff grew by nearly 91 percent during this time period.

Despite the fact that White staff in the Executive/Administrative/Managerial category showed the greatest numeric increase, their proportional representation in this category actually decreased from 1977 to 1989. All other racial-ethnic groups demonstrated both numeric and proportional gains over the period, with individuals from Native American backgrounds showing a 1,050 percent over the time period, albeit on a small initial base.

In the Professional/Non-Faculty category, White staff again showed the greatest numeric increase, although as was the case in the Executive/Administrative/Managerial category, their proportional representation in this category also declined. Individuals from all racial-ethnic backgrounds showed numeric increases, while those from only Asian, Black, and Hispanic backgrounds demonstrated proportional increases, with Hispanics demonstrating the largest such increase. The proportional representation of individuals from Native American backgrounds in this category remained constant.

All racial-ethnic groups demonstrated both numeric and proportional gains in the Secretarial/Clerical category, with the exception of individuals from White backgrounds who experienced a decline in their proportional representation. Individuals from Hispanic backgrounds, followed closely by those from Asian backgrounds, showed both the greatest numeric and proportional increases of 88 percent and over 101 percent, respectively, in this category.

In the Technical/Paraprofessional category, numeric gains were made by all racial-ethnic groups. However, the gains were minimal for individuals from Black and Native American backgrounds. Staff from Asian and Hispanic backgrounds increased their proportional representation in this

category, with Asians demonstrating the greatest proportional increase. The proportional representation of Native American staff in this category remained constant, while that of Black and White staff experienced a decrease.

Among Other Staff, the number and proportion of staff from White and Black backgrounds decreased, with Black staff showing both the greatest numeric and proportional decrease. On the other hand, individuals from Asian and Hispanic backgrounds increased their number and proportion in this category, with the greatest such increases being made among Asian staff. While the number of Native American staff employed in this category increased slightly, their proportional representation remained constant.

Gender composition: In 1989, the University employed more than 11,000 more women than it did in 1977, which resulted in them increasing their proportional representation 1.3 percent to 65.5 percent.

Over 1,000 more women were employed in the Executive/Administrative/Managerial category in 1989 than in 1977. In fact, women now represent nearly one-half of all employees in this classification, a sign of significant progress since they represented only 28.6 percent of employees in this classification in 1977. While both men and women in all racial-ethnic categories demonstrated numeric increases, the greatest such increase was among White women. Asian, Native American, and Hispanic women showed the greatest proportional increases. Of particular interest, the number of women from Asian, Black, and Native American backgrounds employed in this classification is higher than the number of men from these backgrounds employed in such positions. As a result of these changes, the University's top administrators are clearly a more diverse mix than in the past.

The proportion of women employed in Professional/Non-Faculty positions also increased -- from 64.3 percent in 1977 to 69.2 percent in 1989. Women in all racial-ethnic groups increased both their number and proportion with the exception of White women, whose proportional representation remained essentially the same. Men from all racial-ethnic categories also increased their numbers with the exception of Native Americans, who experienced a small decline. However, only men from Asian, Hispanic, and Black backgrounds increased their proportional representation in this employment category.

Proportionately more men were employed in Secretarial/Clerical positions in 1989 than in 1977, with their proportional representation increasing from 13.5 percent to 17.5 percent. Men and women in all racial-ethnic categories experienced both numeric and proportional gains, with the one exception being White women whose proportional representation decreased from 61.9 percent in 1977 to 50.3 percent in 1989.

The proportion of women employed in the Technical/Paraprofessional classification decreased from 53 percent in 1977 to 51.7 percent in 1989, although women from all racial-ethnic backgrounds with the exception of Black women achieved numerical gains. Men from all racial-ethnic backgrounds, with the exception of Native American men also achieved numeric gains. However, only Asian and Hispanic men increased their proportional representation in this employment classification.

Numerically fewer men and women from Black and White backgrounds were employed in the Other Staff category in 1989 than in 1977, while Asian men demonstrated the greatest numeric gains. Asian and Hispanic men and women showed the only proportional growth in this employment category.

Staff composition according to the University's unique employment categories

In July 1988, the University of California instituted a new four-tier personnel system for staff and management positions at all nine University campuses. The four tiers or "Programs" are (1) Executive, (2) Management and Professional (MAP), (3) Administrative and Professional Staff (A&PS), and (4) Staff Personnel. Display 7 on pages 22-23 presents the gender and racial-ethnic composition of the staff as of 1988 and 1990 in these four programs, which the University defines as follows:

- *Executive Program:* The Executive Program includes positions which provide campus or Universitywide leadership and are responsible for setting policy and program direction. Positions in

DISPLAY 6 Number and Percent of Staff by Category, Gender, and Racial-Ethnic Background at

MEN

Occupational Category	1977 Number	1977 % of Category	1977 % of Total	1989 Number	1989 % of Category	1989 % of Total	1977-1989 Number Change	1977-1989 % Change of 1977 Base	1977 Number	1977 % of Category
Executive/Administrative/Managerial										
Asian	23	2.1	1.5	62	4.2	2.1	39	169.6	7	1.6
Black	63	5.7	4.0	84	5.7	2.9	21	33.3	26	5.8
Hispanic	30	2.7	1.9	66	4.5	2.3	36	120.0	6	1.3
Native American	2	0.2	0.1	7	0.5	0.2	5	250.0	0	0.0
White	997	89.4	63.8	1,254	85.1	42.8	257	25.8	408	91.3
Total	1,115	100.0	71.4	1,473	100.0	50.3	358	32.1	447	100.0
Professional/Non-Faculty										
Asian	401	9.3	3.3	809	12.8	3.9	408	101.7	938	12.1
Black	199	4.6	1.6	345	5.5	1.7	146	73.4	340	4.4
Hispanic	186	4.3	1.5	407	6.5	2.0	221	118.8	220	2.8
Native American	21	0.5	0.2	18	0.3	0.1	-3	-14.3	29	0.4
White	3,508	81.3	29.0	4,725	75.0	23.1	1,217	34.7	6,240	80.3
Total	4,315	100.0	35.7	6,304	100.0	30.8	1,989	46.1	7,767	100.0
Secretarial/Clerical										
Asian	180	8.1	1.1	510	13.9	2.4	330	183.3	1,014	7.1
Black	334	15.1	2.0	494	13.5	2.4	160	47.9	1,699	12.0
Hispanic	265	12.0	1.6	519	14.2	2.5	254	95.8	1,213	8.5
Native American	12	0.5	0.1	28	0.8	0.1	16	133.3	115	0.8
White	1,423	64.3	8.7	2,110	57.6	10.1	687	48.3	10,147	71.5
Total	2,214	100.0	13.5	3,661	100.0	17.5	1,447	65.4	14,188	100.0
Technical/Paraprofessional										
Asian	191	7.6	3.6	465	14.9	7.2	274	143.5	197	7.0
Black	317	12.6	5.9	380	12.2	5.9	63	19.9	626	22.1
Hispanic	190	7.5	3.6	339	10.9	5.3	149	78.4	285	10.1
Native American	16	0.6	0.3	14	0.4	0.2	-2	-12.5	20	0.7
White	1,803	71.6	33.7	1,915	61.5	29.7	112	6.2	1,706	60.2
Total	2,517	100.0	47.0	3,113	100.0	48.3	596	23.7	2,834	100.0
Other Staff										
Asian	270	5.4	3.9	609	11.0	8.1	339	125.6	98	5.0
Black	1,178	23.7	17.0	1,127	20.3	14.9	-51	-4.3	895	45.9
Hispanic	731	14.7	10.6	1,244	22.4	16.5	513	70.2	273	14.0
Native American	54	1.1	0.8	62	1.1	0.8	8	14.8	13	0.7
White	2,745	55.1	39.6	2,506	45.2	33.2	-239	-8.7	669	34.3
Total	4,978	100.0	71.9	5,548	100.0	73.4	570	11.5	1,948	100.0
Total Staff										
Asian	1,065	7.0	2.5	2,455	12.2	4.2	1,390	130.5	2,254	8.3
Black	2,091	13.8	4.9	2,430	12.1	4.2	339	16.2	3,586	13.2
Hispanic	1,402	9.3	3.3	2,575	12.8	4.4	1,173	83.7	1,997	7.3
Native American	105	0.7	0.2	129	0.6	0.2	24	22.9	177	0.7
White	10,476	69.2	24.8	12,510	62.2	21.4	2,034	19.4	19,170	70.5
Total	15,139	100.0	35.8	20,099	100.0	34.5	4,960	32.8	27,184	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission staff analysis.

the University of California, Fall 1977 and Fall 1989

WOMEN						TOTAL					
1989				1977-1989		1977		1989		1977-1989	
% of Total	Number	% of Category	% of Total	Number Change	% Change of 1977 Base	Number	% of Category	Number	% of Category	Number Change	% Change of 1977 Base
0.4	71	4.9	2.4	64	914.3	30	1.9	133	4.5	103	343.3
1.7	105	7.2	3.6	79	303.8	89	5.7	189	6.4	100	112.4
0.4	65	4.5	2.2	59	983.3	36	2.3	131	4.5	95	263.9
0.0	16	1.1	0.5	16	n/a	2	0.1	23	0.8	21	1050.0
26.1	1,201	82.4	41.0	793	194.4	1,405	89.9	2,455	83.8	1,050	74.7
28.6	1,458	100.0	49.7	1,011	226.2	1,562	100.0	2,931	100.0	1,369	87.6
7.8	2,150	15.2	10.5	1,212	129.2	1,339	11.1	2,959	14.4	1,620	121.0
2.8	754	5.3	3.7	414	121.8	539	4.5	1,099	5.4	560	103.9
1.8	687	4.8	3.4	467	212.3	406	3.4	1,094	5.3	688	169.5
0.2	62	0.4	0.3	33	113.8	50	0.4	80	0.4	30	60.0
51.6	10,533	74.2	51.4	4,293	68.8	9,748	80.7	15,258	74.5	5,510	56.5
64.3	14,186	100.0	69.2	6,419	82.6	12,082	100.0	20,490	100.0	8,408	69.6
6.2	1,894	11.0	9.1	880	86.8	1,194	7.3	2,404	11.5	1,210	101.3
10.4	2,404	13.9	11.5	705	41.5	2,033	12.4	2,898	13.9	865	42.5
7.4	2,259	13.1	10.8	1,046	86.2	1,478	9.0	2,778	13.3	1,300	88.0
0.7	169	1.0	0.8	54	47.0	127	0.8	197	0.9	70	55.1
61.9	10,521	61.0	50.3	374	3.7	11,570	70.5	12,631	60.4	1,061	9.2
86.5	17,247	100.0	82.5	3,059	21.6	16,402	100.0	20,908	100.0	4,506	27.5
3.7	542	16.3	8.4	345	175.1	388	7.3	1,007	15.6	619	159.5
11.7	571	17.2	8.9	-55	-8.8	943	17.6	951	14.8	8	0.8
5.3	415	12.5	6.4	130	45.6	475	8.9	754	11.7	279	58.7
0.4	29	0.9	0.5	9	45.0	36	0.7	43	0.7	7	19.4
31.9	1,769	53.2	27.5	63	3.7	3,509	65.6	3,684	57.2	175	5.0
53.0	3,326	100.0	51.7	492	17.4	5,351	100.0	6,439	100.0	1,088	20.3
1.4	307	15.3	4.1	209	213.3	368	5.3	916	12.1	548	148.9
12.9	613	30.6	8.1	-282	-31.5	2,073	29.9	1,740	23.0	-333	-16.1
3.9	482	24.0	6.4	209	76.6	1,004	14.5	1,726	22.8	722	71.9
0.2	15	0.7	0.2	2	15.4	67	1.0	77	1.0	10	14.9
9.7	589	29.4	7.8	-80	-12.0	3,414	49.3	3,095	41.0	-319	-9.3
28.1	2,006	100.0	26.6	58	3.0	6,926	100.0	7,554	100.0	628	9.1
5.3	4,964	13.0	8.5	2,710	120.2	3,319	7.8	7,419	12.7	4,100	123.5
8.5	4,447	11.6	7.6	861	24.0	5,677	13.4	6,877	11.8	1,200	21.1
4.7	3,908	10.2	6.7	1,911	95.7	3,399	8.0	6,483	11.1	3,084	90.7
0.4	291	0.8	0.5	114	64.4	282	0.7	420	0.7	138	48.9
45.3	24,613	64.4	42.2	5,443	28.4	29,646	70.0	37,123	63.7	7,477	25.2
64.2	38,223	100.0	65.5	11,039	40.6	42,323	100.0	58,322	100.0	15,999	37.8

DISPLAY 7 Number and Percent of Staff by Category, Gender, and Racial-Ethnic Background at

MEN

Occupational Program	1988 Number	1988 % of Category	1988 % of Total	1990 Number	1990 % of Category	1990 % of Total	1988-1990 Number Change	1988-1990 % Change of 1988 Base	1988 Number	1988 % of Category
Executive										
Asian	5	1.9	1.5	6	2.3	1.7	1	20.0	1	1.7
Black	10	3.7	3.0	13	4.9	3.8	3	30.0	3	5.0
Hispanic	8	3.0	2.4	9	3.4	2.6	1	12.5	1	1.7
Native American	0	0.0	0.0	0	0.0	0.0	0	0.0	1	1.7
White	247	91.5	74.8	238	89.5	69.4	-9	-3.6	54	90.0
Total	270	100.0	81.8	266	100.0	77.6	-4	-1.5	60	100.0
Management and Professional (MAP)										
Asian	97	6.6	4.1	124	7.8	4.8	27	27.8	56	6.4
Black	55	3.8	2.3	58	3.7	2.2	3	5.5	49	5.6
Hispanic	51	3.5	2.2	57	3.6	2.2	6	11.8	26	3.0
Native American	3	0.2	0.1	6	0.4	0.2	3	100.0	5	0.6
White	1,260	85.9	53.8	1,338	84.5	51.6	78	6.2	740	84.5
Total	1,466	100.0	62.6	1,583	100.0	61.0	117	8.0	876	100.0
Administrative and Professional Staff (A&PS)										
Asian	622	12.3	4.7	718	12.6	4.8	96	15.4	1,059	13.1
Black	295	5.8	2.2	355	6.2	2.4	60	20.3	502	6.2
Hispanic	335	6.6	2.5	424	7.5	2.8	89	26.6	420	5.2
Native American	16	0.3	0.1	22	0.4	0.1	6	37.5	46	0.6
White	3,784	74.9	28.8	4,170	73.3	27.8	386	10.2	6,076	75.0
Total	5,052	100.0	38.4	5,689	100.0	38.0	637	12.6	8,103	100.0
Staff Personnel										
Asian	3,878	16.1	5.8	4,562	17.1	6.3	684	17.6	6,192	14.5
Black	2,794	11.6	4.2	3,079	11.6	4.2	285	10.2	4,984	11.7
Hispanic	3,277	13.6	4.9	4,138	15.5	5.7	861	26.3	4,670	11.0
Native American	160	0.7	0.2	187	0.7	0.3	27	16.9	299	0.7
White	14,014	58.1	21.0	14,680	55.1	20.1	666	4.8	26,437	62.1
Total	24,123	100.0	36.2	26,646	100.0	36.5	2,523	10.5	42,582	100.0
Total Staff										
Asian	4,602	14.9	5.6	5,410	15.8	6.0	808	17.6	7,308	14.2
Black	3,154	10.2	3.8	3,505	10.3	3.9	351	11.1	5,538	10.7
Hispanic	3,671	11.9	4.4	4,628	13.5	5.1	957	26.1	5,117	9.9
Native American	179	0.6	0.2	215	0.6	0.2	36	20.1	351	0.7
White	19,305	62.5	23.4	20,426	59.8	22.5	1,121	5.8	33,307	64.5
Total	30,911	100.0	37.5	34,184	100.0	37.6	3,273	10.6	51,621	100.0

Note: Due to rounding, each column may not add to exactly 100.0 percent.

Source: California Postsecondary Education Commission staff analysis.

the University of California, Fall 1988 and Fall 1990

WOMEN						TOTAL					
1990			1988-1990			1988		1990		1988-1990	
% of Total	Number	% of Category	% of Total	Number Change	% Change of 1988 Base	Number	% of Category	Number	% of Category	Number Change	% Change 1988 Base
0.3	2	2.6	0.6	1	100.0	6	1.8	8	2.3	2	33.3
0.9	8	10.4	2.3	5	166.7	13	3.9	21	6.1	8	61.5
0.3	2	2.6	0.6	1	100.0	9	2.7	11	3.2	2	22.2
0.3	2	2.6	0.6	1	n/a	1	0.3	2	0.6	1	100.0
16.4	63	81.8	18.4	9	16.7	301	91.2	301	87.8	0	0.0
18.2	77	100.0	22.4	17	28.3	330	100.0	343	100.0	13	3.9
2.4	72	7.1	2.8	16	28.6	153	6.5	196	7.6	43	28.1
2.1	56	5.5	2.2	7	14.3	104	4.4	114	4.4	10	9.6
1.1	28	2.8	1.1	2	7.7	77	3.3	85	3.3	8	10.4
0.2	10	1.0	0.4	5	100.0	8	0.3	16	0.6	8	100.0
31.6	846	83.6	32.6	106	14.3	2,000	85.4	2,184	84.2	184	9.2
37.4	1,012	100.0	39.0	136	15.5	2,342	100.0	2,595	100.0	253	10.8
8.1	1,266	13.6	8.4	207	19.5	1,681	12.8	1,984	13.2	303	18.0
3.8	610	6.6	4.1	108	21.5	797	6.1	965	6.4	168	21.1
3.2	510	5.5	3.4	90	21.4	755	5.7	934	6.2	179	23.7
0.3	52	0.6	0.3	6	13.0	62	0.5	74	0.5	12	19.4
46.2	6,857	73.8	45.8	781	12.9	9,860	75.0	11,027	73.6	1,167	11.8
61.6	9,295	100.0	62.0	1,192	14.7	13,155	100.0	14,984	100.0	1,829	13.9
9.3	7,336	15.8	10.1	1,144	18.5	10,070	15.1	11,898	16.3	1,828	18.2
7.5	5,542	12.0	7.6	558	11.2	7,778	11.7	8,621	11.8	843	10.8
7.0	5,802	12.5	8.0	1,132	24.2	7,947	11.9	9,940	13.6	1,993	25.1
0.4	366	0.8	0.5	67	22.4	459	0.7	553	0.8	94	20.5
39.6	27,285	58.9	37.4	848	3.2	40,451	60.6	41,965	57.5	1,514	3.7
63.8	46,331	100.0	63.5	3,749	8.8	66,705	100.0	72,977	100.0	6,272	9.4
8.9	8,676	15.3	9.5	1,368	18.7	11,910	14.4	14,086	15.5	2,176	18.3
6.7	6,216	11.0	6.8	678	12.2	8,692	10.5	9,721	10.7	1,029	11.8
6.2	6,342	11.2	7.0	1,225	23.9	8,788	10.6	10,970	12.1	2,182	24.8
0.4	430	0.8	0.5	79	22.5	530	0.6	645	0.7	115	21.7
40.4	35,051	61.8	38.6	1,744	5.2	52,612	63.7	55,477	61.0	2,865	5.4
62.5	56,715	100.0	62.4	5,094	9.9	82,532	100.0	90,899	100.0	8,367	10.1

this classification include Officers of the University and senior-level administrators.

- *Management and Professional (MAP) Program:* The MAP Program includes all management positions below the Executive level together with senior-level professional positions.
- *Administrative and Professional Staff (A&PS) Program:* The A&PS classification includes positions that provide high-level administrative and professional support for the University's departments, programs, and fields of study.
- *Staff Personnel Program:* The Staff Personnel Program classification includes all remaining non-academic staff members who work in a wide variety of occupational areas including secretarial and clerical, service and maintenance, and technical and paraprofessional job classifications.

Overall increase in staff: From 1988 to 1990, the University's total non-academic staff workforce increased 10.1 percent or by 8,367 positions. The A&PS Staff category demonstrated the greatest proportional growth -- increasing 13.9 percent or by 1,829 individuals, while the Staff Personnel category showed the greatest numeric increase with 6,272 more employees in that category than two years earlier.

Racial-ethnic composition: In April 1988, 36.3 percent of the total non-academic staff workforce was from Asian, Black, Hispanic, or Native American backgrounds, compared to 39.0 percent in 1990. All racial-ethnic backgrounds increased both their numerical and proportional representation in the total staff workforce with the sole exception being White staff whose proportional representation decreased by 2.7 percent, despite their demonstrating the largest numerical increase over the two-year period. Hispanic staff showed the greatest proportional increase in the total staff workforce with their representation increasing from 10.6 to 12.1 percent in 1990.

Despite the fact that only 13 more individuals were employed in the Executive category in 1990 than in 1988, all 13 of the increases were made by individuals from Asian, Black, Hispanic, or Native American backgrounds. All racial-ethnic backgrounds with the exception of White staff increased both their numerical and proportional representation in this employment classification, with Executives from Black backgrounds demonstrating the greatest numerical increase, while Native Americans showed the greatest proportional increase because of their small numbers.

All racial-ethnic groups experienced numerical growth in the MAP classification, with White staff demonstrating the largest numerical increase. However, only Asian and Native American individuals increased their proportional representation in this category, with Native Americans demonstrating the greatest proportional growth because of their small numbers. Individuals from White backgrounds were the only racial-ethnic group to experience a proportional decrease in their representation in this employment classification.

In the A&PS category, all racial-ethnic groups demonstrated numerical increases, with White staff demonstrating the greatest increase. Asian, Black, and Hispanic staff demonstrated marginal increases in their proportional representation in this category, while the proportional representation of Native Americans remained constant and that of White staff declined.

All racial-ethnic groups demonstrated numerical growth in the Staff Personnel category. All groups with the exception of White staff also increased their proportional representation in this employment classification. Hispanic individuals showed the greatest numerical and proportional increases in the category, increasing their proportional representation to 13.6 percent.

Gender composition: The proportion of men and women employed among the staff at the University was nearly identical in 1988 and 1990, with women representing 62.5 percent in 1988 and 62.4 percent in 1990. Both men and women from all racial-ethnic backgrounds with the exception of White staff increased their proportional representation in the total staff workforce.

Women increased both their numerical and proportional representation in the Executive Program classification and now represent over 22 percent of the employees in that classification. Women from all racial-ethnic groups increased their proportional representation in this classification with Black women demonstrating the greatest proportional increase. Men from all racial-ethnic categories except

Native American and White backgrounds also increased their proportional representation in this employment category.

The number and proportion of women employed in the MAP classification also increased, with women now representing 39 percent of all employees in this category. Native American women demonstrated the greatest proportional increase because of their small base number. While men from all racial-ethnic backgrounds increased their numbers in this classification, only Asian and Native American men made any substantial progress toward increasing their proportional representation in this employment classification.

Women also increased their proportional representation in the A&PS classification, and now represent 62 percent of the staff in that employment category. While men and women from all racial-ethnic backgrounds increased their numerical representation in this employment classification, only Asian, Black, and Hispanic men and women increased their proportional representation in this category.

The proportion of women employed in the Staff Personnel classification decreased from 1988 to 1990, with women now representing 63.5 percent of the staff employed in that classification. Men and women from all racial-ethnic backgrounds increased their numerical representation in this employment classification, while all groups except Black and White men and White women increased their proportional representation in this staff category.

4 *Race and Ethnicity of California's Labor Force and of the Segments' Staff*

Racial-ethnic composition of California's labor force

One way to determine the relative progress made by California's public colleges and universities in diversifying their staff is to compare the racial-ethnic composition of their staff, by occupational category, with California's labor force -- the comparative basis for most judgments about the effectiveness of affirmative action policies and procedures. Although information on the composition of California's labor force by occupational classification and ethnicity is not yet available from the 1990 Census, it can be estimated on the basis of Current Population Surveys done by the United States Department of Labor and data from the Center for Continuing Study of the California Economy. Unfortunately, the Center's categorization of race/ethnicity combines Asian subgroups with all individuals who are not identified as Black, Hispanic, or White. Comparable information by gender, such as that presented on ethnicity, cannot be obtained until the 1990 Census is made available. Display 8 below presents those estimates for five broad occupational groups.

It is important to note that these percentages are estimates for extremely broad occupational groups -- some of which are not directly applicable to the post-secondary education work force. In particular, the broad occupational category "Sales, Administrative and Technical Support Staff" is relatively inapplicable as a comparable category for colleges and universities especially with respect to the subcategory of "Sales Staff" -- the most rapidly increasing component of this broader category.

Comparisons with the segments' staff

Display 9 on page 28 shows the composition of staff in each segment by job categories that are roughly equivalent to the occupational group categories of Display 8. In terms of the total staff, the two displays suggest that all three segments employ proportionately more Black, Hispanic, and Asian/All other individuals than are employed in California's total labor force. In other words, the staff of all three segments is as racially and ethnically diverse as that of the total California workforce -- if not more so. However, this is not true of each of the individual occupational categories, as the following paragraphs note.

DISPLAY 8 Racial-Ethnic Composition of California's Labor Force by Major Occupational Categories, 1986-1988 Average

	Asian and All Other	Black	Hispanic	White
Total California Labor Force	8.9%	6.6%	21.9%	62.6%
Managerial and Professional Staff	8.6	4.8	7.6	79.0
Sales, Administrative, and Technical Support Staff	10.4	7.8	15.4	66.5
Service Workers	8.6	8.8	29.6	53.0
Precision and Craft Workers	7.6	5.6	26.7	60.1
Operators/Laborers	8.1	7.7	44.7	39.5

Note: Asian subgroups were combined with all individuals who were not Black, Hispanic, or White.

Source: California Postsecondary Education Commission staff analysis of information from the Center for Continuing Study of the California Economy.

DISPLAY 9 Racial-Ethnic Composition of California's Labor Force and Its Public Postsecondary Education Staff Workforces by Occupational Categories

Occupational Category	Asian and All other	Black	Hispanic	White
Total Staff				
California's Total Labor Force	8.9%	6.6%	21.9%	62.6%
California Community Colleges	8.5	16.7	21.5	53.2
The California State University	10.9	16.2	23.3	49.7
University of California	13.1	23.0	22.8	41.0
Executive/Administrative/ Managerial and Professional/Non-Faculty				
California's Managerial/ Professional Labor Force	8.6	4.8	7.6	79.0
California Community Colleges	7.0	11.1	11.3	70.6
The California State University	8.0	9.2	8.6	74.2
University of California	13.6	5.5	5.2	75.6
Secretarial/Clerical and Technical/Paraprofessional*				
California's Sales/Administrative/Technical Labor Force	10.4	7.8	15.4	66.5
California Community Colleges	10.0	8.4	12.6	69.0
The California State University	9.4	9.6	13.3	67.7
University of California	13.3	14.1	12.9	59.7
Other Staff				
California's Precision and Craft Labor Force	7.6	5.6	26.7	60.1
California Community Colleges	8.5	16.7	21.5	53.2
The California State University	10.9	16.2	23.3	49.7
University of California	13.1	23.0	22.8	41.0

Note: Asian subgroups were combined with all individuals who were not Black, Hispanic, or White.

* This broad occupational category is somewhat inapplicable as a comparable grouping with the postsecondary educational workforce, particularly with respect to the sub-category of sales.

Source: California Postsecondary Education Commission staff analysis of information from Center for Continuing Study of the California Economy.

Managerial and professional staff

Comparing the ethnicity of the segments' Executive/Administrative/Managerial and Professional/ Non-Faculty staff categories with California's "Managerial and Professional" labor force, the display indicates that the segments' executive ranks are somewhat more diversified than California's total "Managerial and Professional" workforce. However, the comparative pattern is different among the systems. That is, the California Community Colleges and the California State University have a smaller proportion of Asian/All other staff members at the "Executive/Administrative/Managerial/Professional/Non-Faculty" level than in California's "Managerial/Professional" labor force but a greater proportion of Black and Hispanic staff members. On the other hand, the University of California has

a larger proportion of Asian/All other and Black staff members at this level than has the California labor force, but a comparatively smaller percentage of Hispanic staff.

Secretarial/clerical and technical staff

Comparing the segments' Secretarial/Clerical and Technical staff with California's "Sales, Administrative, and Technical Support" Labor Force, the State University and community colleges employ a smaller percentage of Asian/All other staff in secretarial, clerical, technical, or paraprofessional jobs than are employed in California as sales, administrative, and technical-support workers, while all systems employ a larger percentage of Black staff in these positions than are employed in California in such occupations. On the other hand, all three systems employ a smaller percentage of Hispanic staff members than are employed in California in the "Sales/Administrative/Technical" Labor Force.

Other staff

Finally, comparing the segments' Other Staff classification (which consists of Skilled Crafts and Service/Maintenance staff) with those employed in California's "Precision and Craft" workforce, the displays suggest that with the exception of Hispanics, all three segments employ proportionately more Blacks and Asians/All other staff members than are employed in California's Precision and Craft workforce. However, all three segments employ proportionately fewer Hispanic individuals in this classification than work in such occupations statewide.

Summary

In sum, based on the data presented in the previous section, it appears that the segments' staffs are as or more racially and ethnically diverse than California's workforce in the majority of the occupational classifications. However, California's labor force may not be the most appropriate comparison group to use. Among other reasons, labor-force data reflect the occupational classifications in which workers are now being utilized, rather than those for which these workers have been trained or at which they could succeed. For example, a Black woman with a master's degree in social work may be employed in a clerical position because she has been unable to find professional employment that utilizes her training. Although she possesses the requisite skills to hold a professional job, California's labor force data classifies her as a clerical employee. As a result, while the segments have reached labor-force parity with respect to total staff workforce and most of the broad occupational categories delineated in Display 9 through the use of affirmative action processes and procedures, their progress in diversifying this workforce to mirror the California population -- the subject of the next section of this report -- has been less encouraging.

5 *Staff Composition and the Commission's Goal of Educational Equity*

IN ORDER to move past issues of availability and workforce parity -- a federal equal employment compliance measure -- in December 1988 the Commission adopted its statement, *The Role of the Commission in Achieving Educational Equity: A Declaration of Policy*, in which it established a goal that, if achieved, would create a more equitable and diverse workforce in California's colleges and universities:

> Quantitatively, the goal of educational equity is achieved when the composition of individuals at all educational levels, from elementary school through college faculties and administrative ranks, mirrors the demography of the State. Realizing this goal requires enhanced success at all educational levels such that there are similar achievement patterns among all groups (p. 1).

In this section of the report, the Commission assesses the extent to which California's public segments of higher education have achieved the Commission's educational equity goal among their staff. To do so, it compares the racial-ethnic and gender composition of the State's population with the composition of each segment's staff in each EEO-6 occupational classification.

Progress toward the Commission's goal

Display 10 on page 32 presents the percentage of men and women by racial-ethnic group in the State population in 1989 as well as the proportional representation of each gender and racial-ethnic group in each EEO-6 occupational category in each public segment in 1989.

As the display shows, women represented slightly more than half of the population overall and within each racial-ethnic group except for Hispanic, where the number of men was slightly greater than the number of women. Individuals from White backgrounds comprised approximately 58.8 percent of the State's 1989 population, while those from Hispanic and Black backgrounds comprised 24.2 and 7.5 percent, respectively. Unfortunately, State population data for 1989 aggregates Asian and all other individuals in one category, prohibiting individual analyses of each racial-ethnic group. However, Asian and all other individuals combined represented 9.5 percent of the 1989 State population.

Display 11 on page 33 highlights the groups traditionally underrepresented on the staffs of colleges and universities whose present representation in each occupational category is below that of the California population. These are the groups on which California's public colleges and universities need to focus increased attention in order that they achieve the Commission's educational equity goal with respect to staff composition.

In terms of total staff, at both the California State University and the California Community Colleges, the percentages of Asians/All other individuals is not reflective of their proportion in the California population.

In terms of major job classifications, the proportion of Asians/All other individuals in a number of categories, including Executive/Administrative/ Managerial in all three segments, Professional/Non-Faculty and Other Staff in the community colleges, and Secretarial/Clerical in the State University, does not mirror their percentage in the California population.

The percentage of Blacks in the Executive/Administrative/Managerial and Professional/Non-Faculty categories at the University and the Technical/ Paraprofessional category at the State University and community colleges is less than in California's population.

Most strikingly, within all three segments, the proportion of Hispanics is the most disparate of any racial or ethnic group from their proportion in Califor-

DISPLAY 10 *Percentage of California State Population and Staff in Each Segment of California Public Higher Education by EEO-6 Occupational Category, in 1989*

Segment and Occupational Category	Asian and All Other			Black			Hispanic			White		
	Men	Women	All	Men	Women	All	Men	Women	All	Men	Women	All
State Population	4.6%	4.9%	9.5%	3.6%	3.9%	7.5%	12.2%	12.0%	24.2%	28.8%	30.0%	58.8%
California Community Colleges												
Total Staff	3.8	5.0	8.8	5.4	5.6	11.0	7.2	7.1	14.3	26.5	39.2	65.8
Executive/Administrative/Managerial	2.8	2.0	4.8	6.1	3.7	9.8	7.3	2.3	9.6	48.1	27.7	75.8
Professional/Non-Faculty	3.8	5.0	8.8	5.1	7.1	12.2	6.3	6.4	12.7	29.3	37.0	66.3
Secretarial/Clerical	1.5	8.5	10.0	1.2	8.3	9.5	1.1	12.1	13.3	3.8	63.4	67.3
Technical/Paraprofessional	4.6	5.4	9.9	2.7	3.2	5.9	4.6	6.5	11.1	32.6	40.5	73.1
Other Staff	7.5	1.1	8.5	13.4	3.3	16.7	18.7	2.8	21.5	43.7	9.6	53.2
The California State University												
Total Staff	3.9	5.0	8.9	4.5	5.6	10.1	5.9	7.4	13.4	28.6	39.0	67.7
Executive/Administrative/Managerial	2.9	2.4	5.3	6.0	2.9	8.9	4.9	2.4	7.3	50.5	28.0	78.4
Professional/Non-Faculty	3.8	5.9	9.7	3.9	4.8	8.7	4.4	5.2	9.6	30.8	41.2	72.1
Secretarial/Clerical	0.8	7.5	8.3	1.1	8.9	10.0	1.2	14.5	15.6	3.3	62.8	66.0
Technical/Paraprofessional	4.6	5.3	9.8	2.8	4.3	7.1	4.2	6.1	10.3	33.7	39.1	72.8
Other Staff	9.3	1.6	10.9	11.2	5.0	16.2	18.5	4.8	23.3	42.3	7.4	49.7
University of California												
Total Staff	4.4	9.0	13.4	4.2	7.6	11.8	4.4	6.7	11.1	21.4	42.2	63.7
Executive/Administrative/Managerial	2.3	2.9	5.3	2.9	3.6	6.4	2.3	2.2	4.5	42.8	41.0	83.8
Professional/Non-Faculty	4.0	10.8	14.8	1.7	3.7	5.4	2.0	3.4	5.3	23.1	51.4	74.5
Secretarial/Clerical	2.5	9.9	12.4	2.4	11.5	13.9	2.5	10.8	13.3	10.1	50.3	60.4
Technical/Paraprofessional	7.4	8.9	16.3	5.9	8.9	14.8	5.3	6.4	11.7	29.7	27.5	57.2
Other Staff	8.9	4.3	13.1	14.9	8.1	23.0	16.5	6.4	22.8	33.2	7.8	41.0

Note: Numbers may not add to 100 percent due to rounding.

Note: Asian subgroups were combined with all individuals who were not Black, Hispanic, or White.

Source: California Postsecondary Education Commission staff analysis.

nia's population -- not only in terms of total staff but also in all job categories.

Summary

The Commission's educational equity goal is the target toward which the State and its institutions of higher education should aim. Each of the segments has demonstrated a commitment toward that goal and is moving toward the point at which its staff workforce reflects the racial-ethnic and gender backgrounds of those individuals in California's population.

DISPLAY 11 *Comparison of the Representation of Staff of Each Racial-Ethnic Group in California's Three Segments of Public Higher Education in Relation to California's 1989 Population*

Occupational Category	Asian and All Other	Black	Hispanic
Executive/Administrative/Managerial			
California Community Colleges	Less	More	Less
The California State University	Less	More	Less
University of California	Less	Less	Less
Professional/Non-Faculty			
California Community Colleges	Less	More	Less
The California State University	More	More	Less
University of California	More	Less	Less
Secretarial/Clerical			
California Community Colleges	More	More	Less
The California State University	Less	More	Less
University of California	More	More	Less
Technical/Paraprofessional			
California Community Colleges	More	Less	Less
The California State University	More	Less	Less
University of California	More	More	Less
Other Staff			
California Community Colleges	Less	More	Less
The California State University	More	More	Less
University of California	More	More	Less
Total Staff			
California Community Colleges	Less	More	Less
The California State University	Less	More	Less
University of California	More	More	Less

Note: Asian subgroups were combined with all individuals who were not Black, Hispanic, or White.

Source: California Postsecondary Education Commission staff analysis.

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6 *Programs Designed to Increase Staff Diversity*

IN ADDITION to growth, much of the progress in increasing the diversity of their staff workforce that California's segments of public higher education have made results from the affirmative action programs that they operate. In this section of the report, the Commission describes these programs aimed at diversifying the staff as well as assisting interested staff members in assuming higher managerial and administrative positions.

California Community Colleges

All staff development activities of California's community colleges are implemented at the district level to meet district and campus specific needs. Examples of staff development in the community colleges include sabbatical and educational leave opportunities as well as mentoring under senior level administrators.

Passage of Assembly Bill 1725 (Chapter 973, Statutes of 1988), created a Community College Faculty and Staff Development Fund to provide monies to community college districts for the development and implementation of affirmative action and upward mobility programs among other things. In 1990-91, $4.9 million was allocated to the community college districts for these activities. While the Chancellor's Office of the Community Colleges collects data on the use of these funds, it does not govern the content or activities of the development programs. In addition, although the Chancellor's Office collects data regarding the programs funded through the $4.9 million appropriation, it has not submitted any information to the Commission regarding the programs funded through these monies.

Finally, in addition to the staff development activities that are occurring on the campuses, professional community college associations provide a number of staff development programs. For example, the American Association of Women in Community and Junior Colleges sponsors a program to develop women for administrative positions within community colleges. Similarly, the Association of California Community College Administrators sponsors a program for women and individuals from historically underrepresented backgrounds in which they receive mentoring and training for high level administrative positions.

The California State University

The State University has submitted only limited information about the programs it offers to increase the diversity of its staff workforce, but in its report, it indicated that, with one exception, all of its staff development programs are developed and implemented at the campus level so as to meet the specific needs of the individual campuses. Some of the campus-based programs offered to staff include training to assist employees in completing high school graduation equivalency, job skills training, and career development skills. In addition, through the career development programs at all 20 State University campuses, employees can receive fee waivers to enroll in courses allowing them to attain a baccalaureate or master's degree.

The one staff development program administered at the systemwide level is the Administrative Fellows Program. Through this program, faculty and staff members interested in pursuing an administrative career receive mentoring from senior administrators in preparation for seeking promotional opportunities. In its 12 years of existence, the program has served over 60 staff members, of which over 60 percent have been promoted to higher level administrative positions.

University of California

The University of California has embarked upon a number of programs each of which is designed to further diversify the composition of its staff. The programs fall into four general categories: (1) outreach activities to attract a more diversified pool of applicants for employment opportunities, (2) assessment activities to monitor progress being made by each of the campuses and systemwide in increasing the proportional representation of underrepresented groups, (3) staff development activities to enable current staff, particularly those from groups underrepresented in higher level positions, to develop the skills necessary for upward mobility into managerial and administrative positions, and (4) activities aimed generally at improving the campus climate and the integration of all groups into the University community.

Outreach activities

During the past year, at the systemwide level, the University has undertaken two new activities to increase the pool of applicants from underrepresented backgrounds for management positions. In March 1990, it launched a National Advertising Campaign aimed at improving the University's national visibility as a major employer. Advertisements targeted at women, historically underrepresented racial-ethnic groups, and the disabled are placed in numerous publications typically read exclusively by those groups to encourage them to apply for management positions within the University. Also in 1990, the University joined HispanData, a national Hispanic database, that contains resumes of thousands of Hispanic professionals. The University provides HispanData with vacancy listings and receives from it the names of Hispanics whose qualifications match those required of the position.

At the campus level, each campus employs or is in the process of employing an outreach recruiter to identify and increase the number of affirmative action candidates for campus vacancies. In addition, during the past year, the Los Angeles campus has hired a Hispanic Outreach Recruiter to work at increasing the number of Hispanic applicants in the employment pool and has initiated a Black Outreach Program, aimed specifically at increasing the number of Black individuals applying for employment vacancies on that campus. In Fall 1990, the Santa Cruz campus implemented a Target Opportunity Program for Staff. The program, modeled after the successful Target Opportunity Program for Faculty, is designed to increase the number of underrepresented groups in the applicant pool for senior administrative vacancies.

Assessment activities

At the systemwide level, the Office of Business and Employment Affirmative Action produces data regularly to assess the extent to which the University has progressed in retaining and promoting women and individuals who are Asian, Black, Hispanic, or Native American. Nearly every campus has instituted an affirmative action tracking system to assess the progress that campus departments and units are making in meeting their affirmative action goals. Many of the campuses have gone so far as to include in the evaluation of department and unit administrators the progress that they have made in meeting their affirmative action goals. The San Diego campus has taken a different approach and publicly recognizes at its Annual Diversity Awards Event individuals and departments that have made significant progress in meeting their affirmative action goals. In addition, the Irvine campus is in the process of developing a Policy, Procedure, and Program Referral Inventory System for Management (PRISM) that, when implemented, will provide the campus with a comprehensive human resource information, planning, and referral system to strengthen its affirmative action recruitment activities at the management level.

Staff development activities

All nine campuses of the University offer the Management Fellowship Program. Under the program, promising staff are selected to receive mentoring from a senior management person, with the expectation that this experience will lead to the development of skills critical for promotional opportunities. At the campus level, many training and development opportunities are provided to staff. These opportunities include career development workshops, educational scholarships, technical skills programs, internships, and assessment activities. Some of the

staff development activities occurring on each of the University's campuses include:

The Berkeley campus has recently instituted the Staff Internship Program designed to enable employees in the Staff Personnel category to obtain the development opportunities necessary for them to progress into MAP and A&PS positions. During the past year, 18 employees participated in the program and the Personnel Office has applied to the United States Department of Labor for a grant that would enable the campus to expand the program to include 10 to 15 more employees.

Under a pilot affirmative action program being tested at the Davis campus, competitively selected women and employees from groups historically underrepresented on postsecondary educational staffs receive training and internships. As a result of the program, eight participants have been placed in higher-level positions and the program's success has resulted in the campus developing a similar program specifically for nursing positions.

To provide career advancement opportunities to women and individuals from groups historically underrepresented at the postsecondary staff level, the Irvine campus has established the Chancellor's Management Fellows Program. The Fellow selected this year will be responsible for developing recruitment strategies to further diversify the campus' applicant pool for employment vacancies.

The Medical Center at the Los Angeles campus continues to sponsor a fellowship that provides candidates from Asian, Black, Hispanic or Native American groups with the opportunity to develop the skills necessary to progress into middle and senior management positions.

The Riverside campus offers a Management Services Officer (MSO) Internship Program that enables the intern to work with a MSO to gain an insight into the skills required of this middle management position. The program has a relatively high participation rate of individuals from Asian, Black, Hispanic, and Native American groups. In addition, the campus' Committee on the Status of Women is initiating a mentorship program to assist women employees with job development and preparation for increased promotional opportunities.

In 1988, the San Diego campus introduced the Promotion Project -- a specialized training program designed to promote women and individuals from historically underrepresented groups into employment classifications in which they are underrepresented. The program has been particularly successful in increasing the number of women and individuals from Asian, Black, Hispanic, and Native American groups in A&PS positions.

The San Francisco campus continues to provide affirmative action scholarships and tuition reimbursement programs as well as the MAP Fellowship Program designed to provide staff with an opportunity to work with a management person at the MAP level.

Since inception of the Management Fellowship Program at the Santa Barbara campus, 13 fellowships have been awarded to women and individuals from groups historically underrepresented on postsecondary staffs. Of the 13 Fellows, five have been Hispanic and as a result of the program all five have been promoted to Executive and MAP-level positions. The Santa Barbara campus has also recently introduced the Affirmative Action Staff Development Scholarship Program which allows managers and supervisors to award scholarships to promising employees. To date, 16 staff employees have received scholarships under this program.

Like the Management Fellowship Program at the other University campuses, the Santa Cruz campus is working to expand the number of Fellows selected each year, thus providing women and individuals from Asian, Black, Hispanic, and Native American groups with increased promotional opportunities.

Activities to improve the campus climate

Each of the University's nine campuses have begun to develop programs aimed at improving what has become known as the campus climate. Through these programs, the University hopes that all employees feel the ability to present their thoughts, opinions, and ideas without fearing hostility and contempt from others. The hope is that as a result of these programs, employees will have the opportunity to work to their fullest potential. A sampling of three of the activities, in addition to educational training and awareness programs, aimed at improving the climate includes:

- The development of drop-in counseling services at the Berkeley campus to provide employees

with an opportunity to share their concerns in an open non-threatening environment.

- The revision of job descriptions of all management-level positions at the Irvine campus to include a statement that outlines the campus' commitment to a diverse workforce and a supportive work climate. In addition, Irvine's Human Resources Office has published a "Principles of Community" statement reaffirming the campus' commitment to diversity and nondiscrimination.
- The development of a Council on Diversity to provide leadership for advancing diversity on the Los Angeles campus. In conjunction with the UCLA Higher Education Research Institute, the Council is conducting a campus-wide survey on diversity that will be used as the basis for strengthening the campus' diversity policies.

7 *Conclusions and Commitments*

Conclusions

Based on the data presented in this report, the Commission concludes that:

1. California's three segments of public higher education have made progress in diversifying their staff workforces, particularly with regard to women and individuals from Asian and Hispanic backgrounds. However, their progress has been slow, and work remains to be done so that the educational equity goals specified by the Commission are achieved.

2. All three of California's public higher education segments have demonstrated numerical and proportional growth in their staff over the past 12 years. During this period of growth, each has also increased the diversity of its staff workforce. Given the current budget climate, the opportunities to hire additional staff may be limited in the future. As a result, the Commission is concerned about the impact that this potential lack of growth will have on further diversification efforts.

Commitments

Although this report represents the last in the series mandated by Education Code Section 66903.1, the issue of diversifying the staff of California's three public segments of higher education remains a priority concern of the Commission. As a result, it makes the following four commitments regarding future activities related to staff development and diversity:

1. **It is paramount that the State's limited fiscal resources be used in cost-effective, productive, and successful endeavors. In order for the Commission to influence future State policy decisions regarding the need and level of funding for staff development programs whose primary goal is diversifying the staff workforce, it is essential that the Commission develop a more comprehensive understanding of them and their effectiveness. As a result, the Commission, in cooperation with California's public segments of higher education segments, shall collect and analyze information regarding existing and proposed staff development programs to enhance diversification of their staff workforce. Among the data to be collected are the number of participants, sources and level of funding, and program results.**

2. **In order for the Commission to develop recommendations for the State to address long-term solutions leading to greater diversity among the leadership of its public higher education institutions, the Commission, in cooperation with each of the public segments, shall explore the extent to which career tracks are used within each segment to promote qualified and talented staff to higher-level positions. This exploratory endeavor shall focus not only on existing promotional paths but also on the skills necessary for appointment to higher-level positions and ways in which those skills can be obtained so that alternative promotional paths may be developed for consideration. As part of this exploration, the Commission shall examine exemplary staff development programs in fields other than education, including government and the private sector.**

3. **In conjunction with the three segments, the Commission shall explore the possibility and potential efficacy of developing intersegmental approaches to enhance staff diversity. Among those approaches to be explored is the establishment of an intersegmental staff development program that would provide opportunities for staff in one system to participate in a program in which**

they work in a developmental capacity in another system for the purpose of enhancing their knowledge and experiences across system boundaries.

4. In light of Conclusion 2 above, the Commission shall continue to encourage the segments to intensify their diversification efforts and develop creative processes in order to continue the progress evidenced in this area.

Appendix A — *Education Code Section 66903.1*

The commission shall report to the Legislature and the Governor on March 1, 1986, and every two years thereafter until, and including, 1990, on the representation and utilization of ethnic minorities and women among academic, administrative, and other employees at the California State University, the University of California, and the public community colleges. To prepare this report, the commission shall collect data from each of these segments of public postsecondary education. The format for this data shall be the higher education staff information form required biennially from all institutions of higher education by the Federal Equal Employment Opportunity Commission, the collection of which is coordinated by the California Postsecondary Education Commission.

(a) The higher education staff information form includes all the following types of data:

(1) The number of full-time employees by job categories, ethnicity, sex, and salary ranges.

(2) The number of full-time faculty by ethnicity, sex, rank, and tenure.

(3) The number of part-time employees by job categories (including tenured, nontenured or tenure track, and other nontenured academic employees), ethnicity, and sex.

(4) The number of full-time new hires by job categories (including tenured, nontenured or tenure track and other nontenured academic employees), ethnicity, and sex.

(b) In addition to the above, the segments shall submit to the commission all the following:

(1) Promotion and separation data for faculty and staff employees by ethnicity and sex for each of the two-year time periods beginning with 1977 to 1979.

(2) Narrative evaluation examining patterns of underutilization of women and minority employees among different job categories compared wsith the availability of qualified women and minorities for different job categories.

(3) Narrative evaluation examining specific results of affirmative action programs in reducing underutilization of women and minorities.

(4) Narrative evaluation of both strengths and inadequacies of current affirmative action programs, including inadequacies resulting from budgetary constraints.

(c) For purposes of this section, minorities and ethnic minorities shall include those persons defined as such by rules and regulations of the Federal Equal Employment Opportunity Commission.

This section shall remain in effect until January 1, 1991, and as of that date is repealed.

Appendix B *Higher Education Staff Information*

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

HIGHER EDUCATION STAFF INFORMATION (EEO-6)

Public/Private Institutions and Campuses

APPROVED BY OMB
NO. 3046-0009
EXPIRES 9/30/89

DO NOT ALTER INFORMATION PRINTED IN THIS BOX

FEDERAL AGENCIES

This is a joint requirement of EEOC, the Office for Civil Rights and the Center for Education Statistics in the Department of Education, and the Office of Federal Contract Compliance Programs in the Department of Labor. These agencies form the Higher Education Reporting Committee. All survey inquiries should be directed to that committee.

RETURN ADDRESS

Mail original and three copies of this form to the address shown by:

HIGHER EDUCATION REPORTING COMMITTEE
EEOC PROGRAM RESEARCH AND SURVEYS STAFF
2401 E STREET, N.W.
WASHINGTON, D.C. 20507

I. IDENTIFICATION

A. INSTITUTION/CAMPUS OR SCHOOL (OMIT IF SAME AS LABEL)

1. NAME

2. STREET AND NUMBER/P.O. BOX	3. CITY/TOWN	4. COUNTY	5. STATE	6. ZIP CODE

B. PARENT INSTITUTION

1. NAME INSTITUTION OF WHICH THE BRANCH CAMPUS / MAIN CAMPUS / SEPARATE ADMINISTRATIVE OFFICE IS A PART

C. REPORT COVERS

- ☐ 1. SINGLE CAMPUS INSTITUTION
- ☐ 2. BRANCH CAMPUS
- ☐ 3. MAIN CAMPUS
- ☐ 4. SEPARATE ADMINISTRATIVE OFFICE
- ☐ 5. OTHER (Specify)

D. FEDERAL CONTRACT INFORMATION

INSTITUTION HAS A CONTRACT SUBCONTRACT WITH ANY U.S. GOVERNMENT AGENCY FOR (ANSWER YES OR NO FOR EACH SPECIFIED INTERNAL)

1. $10,000-$49,999 ☐ YES ☐ NO
2. $50,000-$999,00 ☐ YES ☐ NO
3. $1,000,000 OR MORE ☐ YES ☐ NO

E. CONTRACTED OR DONATED SERVICES

(Do not complete for separate administrative offices)

If the full-time and part-time employees included in this report do not supply all of the services related to the operation of the institution, please indicate which major services are either contracted by the institution or donated to the institution. (Examples of donated services are faculty in religious orders who donate their services, or services provided by a system office.)

Check all that apply

1. ☐ Faculty (Instruction/research) services
2. ☐ Technical and paraprofessional services
3. ☐ Service/maintenance
4. ☐ Other
5. ☐ No major services are donated or contracted

EEOC FORM 221 APRIL 1988

ORIGINAL-EEOC

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FULL-TIME FACULTY BY RANK AND TENURE

(Only include employees reported in "FACULTY" sections of report - PART IIA)

(If your institution has no tenure program, please complete lines 85-92 only)

	A. TENURED	OMIT IF NO EXISTING TENURE PROGRAM										
71	1. PROFESSORS											
72	2. ASSO. PROF'S.											
73	3. ASST. PROF'S.											
74	4. INSTRUCTORS											
75	5. LECTURERS											
76	6. OTHER FACULTY											
77	7. TOTAL											
	8. NON-TENURED ON TRACK	OMIT IF NO EXISTING TENURE PROGRAM										
78	8. PROFESSORS											
79	9. ASSO. PROF'S.											
80	10. ASST. PROF'S.											
81	11. INSTRUCTORS											
82	12. LECTURERS											
83	13. OTHER FACULTY											
84	14. TOTAL											
	C. OTHER	COMPLETE FOR ALL FACULTY NOT IN A TENURE PROGRAM										
85	15. PROFESSORS											
86	16. ASSO. PROF'S.											
87	17. ASST. PROF'S											
88	18. INSTRUCTORS											
89	19. LECTURERS											
90	20. OTHER FACULTY											
91	21. TOTAL											
92	22. SECTION III TOTAL (SAME AS LINE 20)											

EEOC FORM 221 APRIL 1982

PRIMARY OCCUPATIONAL ACTIVITY	NUMBER OF EMPLOYEES											
		MALE						FEMALE				
	TOTAL (Sum of cols B & H)	TOTAL (Sum of cols C G)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMER. INDIAN OR ALASKAN NATIVE	TOTAL (Sum of cols I M)	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDER	AMER. INDIAN OR ALASKAN NATIVE
			WHITE	BLACK					WHITE	BLACK			
	A	B	C	D	E	F	G	H	I	J	K	L	M
	PART TIME	DO NOT INCLUDE CASUAL EMPLOYEES											
93	1. EXEC/ADMIN/ MANAGERIAL												
94	2. FACULTY												
95	3. INSTRUCTION/ RESEARCH ASSISTANTS												
96	4. PROFESSIONAL NON-FACULTY												
97	5. SECRETARIAL/ CLERICAL												
98	6. TECHN/PARA-PROFESSIONAL												
99	7. SKILLED CRAFT												
100	8. SERVICE/ MAINTENANCE												
101	9. TOTAL												
	☐ NONE												

5. PRIMARY OCCUPATIONAL ACTIVITY

a. Executive, Administrative and Managerial

Include all persons whose assignments require *primary* (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (department heads, or the equivalent) if their principal activity is administrative.

NOTE: Supervisors of professional employees are included here, while supervisors of nonprofessional employees (technical, clerical, craft, and service/maintenance) are to be reported within the specific categories of the personnel they supervise.

b. Faculty (Instruction/Research)

Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

c. Professional Non-Faculty

Include in this category persons employed for the primary purpose of performing academic support, student service and institutional support activities and whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Include employees such as librarians, accountants, personnel, counselors, systems analysts, coaches, lawyers, and pharmacists, for example.

d. Clerical and Secretarial

Include all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.

e. Technical and Paraprofessional

Include all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupational-activity categories but which are institutionally defined as technical assignments.

Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept.

f. Skilled Craft

Include all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and type-setters, upholsterers.

g. Service/Maintenance

Include persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

Source: *EEOC Form 221, Higher Education Staff Information (EEO-6) Instruction Booklet.* Washington, D.C.: Equal Employment Opportunity Commission, n.d., p. 7.

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Appendix C

Draft Report

Administrative Upward Mobility Development

California Community Colleges

DRAFT REPORT -- ADMINISTRATIVE UPWARD MOBILITY DEVELOPMENT
COMMUNITY COLLEGES

As with many operational functions in the California Community Colleges, the development of staff for upward mobility is a local function defined and determined within the authority of district governing boards.

In turn, the districts have based development strategies on local needs, custom, collective bargaining, and available funds. Formal structures usually are based on sabbatical and educational leave policies, with self-selection for such opportunities the norm. Informal structures often are based in mentoring, access to spot jobs, and quasi-administrative work. Examples of spot jobs would be an assignment to coordinate the writing of an accreditation institutional self-study or chairing an important task force to revamp curricula. Quasi-administrative work might include holding leadership in academic senate or collective bargaining organizations.

Formal structures often are oriented to theoretical academic pursuits, while the informal are oriented to experiential training. A mix of the two is more desirable, but difficult to achieve.

To provide funds for general staff development purposes, Assembly Bill 1725 (Chapter 973, Statutes of 1988) added

Sections 87150-4 to the California Education Code. These sections created a Community College Faculty and Staff Development Fund to provide monies to districts for a number of development purposes, two of which are "retraining to meet institutional needs" and ". . .(for) training implementing affirmative action and upward mobility programs."

A requirement of the Code is that each district maintain a faculty and staff committee to advise in the administration of the funds allocated to the district. The implemention of this requirement is resulting in better planning for development activities, including those that work towards the goal of upward mobility.

For 1990-91, $4.9 million has been allocated to the districts. While the Chancellor's Office collects data to measure district accountability in the use of these funds, it also provides the linkages necessary for districts to interact, while, at the same time, not dictating program content. Content is the province of each of the 71 districts.

Aside from individual district efforts, the system has depended upon professional associations and consortia to provide major development functions. Examples are:

- The League of Innovation in the Community College, a limited-member international consortium, in association with the University of Texas at Austin and the W.K. Kellogg Foundation, has held two conferences that bring community college practitioners and emerging faculty and staff leaders into close contact.

- The American Association of Women in Community and Junior Colleges is a primary co-sponsor of a program of the National Institute for Leadership Development to develop the administrative potential of women in the community college community.

- The Association of California Community College Administrators sponsors a mentoring program for women and minorities that provides development training and a mentor system that has guided a significant number of individuals who have entered cabinet level positions, including chief executive officer, with colleges and districts.
- The Academic Senate and the Chief Instructional Officers of the California Community Colleges have joined to provide a series of Educational Leadership Colloquia.

Direct training from the Chancellor's Office tends to focus on the needs of the practitioner in a specific activity -- EOPS, Faculty and Staff Diversity, etc. Although this training provides a knowledge base that can become a stepping stone to advancement, that is not its primary intent. Some short-term exchanges with districts to allow college personnel to work within the Chancellor's Office are of benefit to those seeking advancement at the district level.

However, the structural organization and financial limitations placed on the Chancellor's Office as a State agency, along with the autonomous nature of the districts, do not lend themselves to the development of the focused upward mobility programs that the other segments of higher education are free to pursue.

CALIFORNIA COMMUNITY COLLEGES
PERCENTAGE COMPOSITION OF ADMINISTRATIVE STAFFS
BY GENDER AND ETHNICITY
FALL 1989

Category	Certificated	Classified	Total
Number	1,692	815	2,507
Men	66.6%	58.2%	63.9%
Women	33.4	41.8	36.1
American Indian/ Alaskan Native	1.4	0.7	1.2
Asian/Pacific Is.	3.3	3.6	3.4
Black	10.9	7.2	9.7
Hispanic	10.2	8.0	9.5
White	74.3	80.5	76.3

Source: Staff Data File, Chancellor's Office Management Information System

Note: The terms "certificated" and "classified" are losing their meaning because of the Community College Reform Act (1988). Although new nomenclature is being developed, the old forms are used. "Certificated" includes positions that required a California Community College Credential of some form: Superintendent, President, Dean, etc. "Classified" includes those positions not requiring credentials: Business Manager, Facilitys Manager, etc.

Appendix D

Report to the
California Postsecondary Education Commission

Ethnic Minorities and Women Staff Employees
in the California State University, 1987-1989

REPORT TO THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

ETHNIC MINORITIES AND WOMEN STAFF EMPLOYEES

IN THE CALIFORNIA STATE UNIVERSITY, 1987-1989

Total Staff Employees

Seven of every ten California State University full-time staff employees are ethnic minorities or women. Over 33% of the staff employees are ethnic minorities and over 57% of the employees are women. The category of staff employees include executives, administrators, non-faculty professionals, technician, clericals, skilled crafts employees and maintenance workers, that is, all employees except faculty. Table 1 presents a summary of the CSU staff employees by sex and ethnicity. As of October 31, 1989, there were 16,149 full-time staff employees in the CSU, an increase of 4% (617) since 1987. During the same period, ethnic minorities increased by 9% and women increased by 5%. Table 1 shows that all ethnic minority groups had increases greater than the growth rate of 4%.

Staff Employees by EEO-6 Categories

CSU work force data are reported to the federal government by EEO-6 categories. Staff employees are placed in six categories. These categories permit an analysis of representation of ethnic minorities and women as a function of the types of jobs performed in higher education. Ethnic minorities and women by EEO-6 category in the CSU are presented below.

Executives, Administrators and Managers. This category includes executives, administrators, managers and supervisors. There are 2363 employees in this category, a growth of 1% over the 1987 value. Table 2 presents the breakdown by sex and ethnicity. Ethnic minorities are now over 21% of this category, increasing by 7% since 1987. The largest increase occurred for Hispanics; they increased by 15%. Women also increased from 1987 to 1989. Women are over 35% of this category, showing a 4% increase over the two years.

Professional Non-Faculty. All professional employees who are not managers or supervisors and are not faculty members are included in this category. Student affairs personnel, accountants and safety officers are in this category. Table 3 presents a summary of professional non-faculty employees in the CSU. The category increased by 8% since 1987, increasing by 297 employees. Ethnic minorities increased by 14%, to 28%, and women increased by 10%, to 57% of the job category.

Secretarial/Clerical. This job category includes all levels of clerical/secretarial employees who are not supervisors. A summary of the data by sex and ethnicity appears in Table 4. The number of employees in this category increased 3%, by 147, from 1987 to 1989. Ethnic minorities increased by 11%, becoming 35% of the employees of this category. Women continue to dominate this job category, being 93% of the employees.

Technical/Paraprofessional. Table 5 summarizes the sex and ethnicity of the technical/paraprofessional job category. This category includes employees with job titles such as graphic specialist, purchasing agent, and library assistant. This job category grew by 5% from 1987 to 1989. The 3,040 employees include 28% ethnic minorities and 55% women. Both groups had percentage increases greater than the growth rate.

Skilled Crafts. This category includes electricians, operating engineers and carpenters. This job category had 856 employees in 1989, an increase of 45 employees in two years, a 5% increase. Table 6 presents the sex and ethnicity breakdown of the job category. Table 6 shows that ethnic minorities are 34% of the category, but women are only 1.4%.

Service/Maintenance. The service/maintenance job category includes gardeners, custodians and warehouse workers. This category decreased by 53 employees from 1987 to 1989, a 3% decrease. As shown in Table 7, ethnic minorities are 59% of this category, with women being 27%.

Summary. Except for the service/maintenance category, which declined in the number of employees from 1987 to 1989; all other job categories showed a modest increase. Accompanying the growth, however, was even greater growth in the number of ethnic minority and women staff in the CSU. Thus, the CSU now has a work force of staff employees in which one of three employees are ethnic minorities and nearly three of five employees are women.

Systemwide Staff Development Programs

Staff development programs are implemented at the campus level so the specific needs of the individual campus are met. Campus based programs include training to assist employees in completing high school graduation equivalency, job skills training, and career development skills. All campuses have career development programs which incorporate fee waivers to enroll in CSU courses to attain bachelor's or master's degrees. The Administrative Fellows Program is the only staff development program which is administered on a systemwide basis. This program is open to faculty and staff. The program provides the opportunity for ethnic minorities and women to learn and experience university administration through a mentorship relation with a senior CSU administrator. This academic year program permits the fellow to have "hands-on" administrative experience in preparation to seek promotional opportunities. In the 12 years of its existence, the program has served over 150 employees, with over 40% being staff employees. Over 60% of the participants have achieved promotion to higher level administrative positions.

TABLE 1

TOTAL CSU STAFF, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	10644	6067	4577	10803	6230	4573
	PERCENT	68.53	39.06	29.47	66.90	38.58	28.32
BLACK	NUMBER	1628	883	745	1730	986	744
	PERCENT	10.48	5.69	4.80	10.71	6.11	4.61
HISPANICS	NUMBER	1902	1030	872	2134	1185	949
	PERCENT	12.25	6.63	5.61	13.21	7.34	5.88
ASIANS	NUMBER	1228	693	535	1343	756	587
	PERCENT	7.91	4.46	3.44	8.32	4.68	3.63
AM. IND.	NUMBER	130	70	60	139	72	67
	PERCENT	0.84	0.45	0.39	0.86	0.45	0.41
TOT. MIN.	NUMBER	4888	2676	2212	5346	2999	2347
	PERCENT	31.47	17.23	14.24	33.10	18.57	14.53
TOTAL	NUMBER	15532	8743	6789	16149	9229	6920
	PERCENT	100.00	56.29	43.71	100.00	57.15	42.85

TABLE 2

EXECUTIVES, ADMINISTRATORS & MANAGERS, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	1852	630	1222	1845	655	1190
	PERCENT	79.38	27.00	52.38	78.08	27.72	50.36
BLACK	NUMBER	210	73	137	219	74	145
	PERCENT	9.00	3.13	5.87	9.27	3.13	6.14
HISPANICS	NUMBER	147	43	104	173	56	117
	PERCENT	6.30	1.84	4.46	7.32	2.37	4.95
ASIANS	NUMBER	110	51	59	113	49	64
	PERCENT	4.71	2.19	2.53	4.78	2.07	2.71
AM. IND.	NUMBER	14	9	5	13	8	5
	PERCENT	0.60	0.39	0.21	0.55	0.34	0.21
TOT. MIN.	NUMBER	481	176	305	518	187	331
	PERCENT	20.62	7.54	13.07	21.92	7.91	14.01
TOTAL	NUMBER	2333	806	1527	2363	842	1521
	PERCENT	100.00	34.55	65.45	100.00	35.63	64.37

TABLE 3

PROFESSIONAL, NON-FACULTY STAFF, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	2397	1345	1052	2554	1453	1101
	PERCENT	73.26	41.11	32.15	71.56	40.71	30.85
BLACK	NUMBER	269	138	131	332	186	146
	PERCENT	8.22	4.22	4.00	9.30	5.21	4.09
HISPANICS	NUMBER	300	158	142	337	183	154
	PERCENT	9.17	4.83	4.34	9.44	5.13	4.31
ASIANS	NUMBER	280	169	111	316	196	120
	PERCENT	8.56	5.17	3.39	8.85	5.49	3.36
AM. IND.	NUMBER	26	14	12	30	17	13
	PERCENT	0.79	0.43	0.37	0.84	0.48	0.36
TOT. MIN.	NUMBER	875	479	396	1015	582	433
	PERCENT	26.74	14.64	12.10	28.44	16.31	12.13
TOTAL	NUMBER	3272	1824	1448	3569	2035	1534
	PERCENT	100.00	55.75	44.25	100.00	57.02	42.98

TABLE 4

SECRETARIAL/CLERICAL STAFF, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	2897	2744	153	2877	2731	146
	PERCENT	67.45	63.89	3.56	64.77	61.48	3.29
BLACK	NUMBER	424	382	42	484	435	49
	PERCENT	9.87	8.89	0.98	10.90	9.79	1.10
HISPANICS	NUMBER	615	576	39	685	636	49
	PERCENT	14.32	13.41	0.91	15.42	14.32	1.10
ASIANS	NUMBER	327	295	32	363	319	44
	PERCENT	7.61	6.87	0.75	8.17	7.18	0.99
AM. IND.	NUMBER	32	29	3	33	30	3
	PERCENT	0.75	0.68	0.07	0.74	0.68	0.07
TOT. MIN.	NUMBER	1398	1282	116	1565	1420	145
	PERCENT	32.55	29.85	2.70	35.23	31.97	3.26
TOTAL	NUMBER	4295	4026	269	4442	4151	291
	PERCENT	100.00	93.74	6.26	100.00	93.45	6.55

TABLE 5

TECHNICAL/PARAPROFESSIONAL STAFF, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	2127	1122	1005	2185	1191	994
	PERCENT	73.62	38.84	34.79	71.88	39.18	32.70
BLACK	NUMBER	220	137	83	238	149	89
	PERCENT	7.62	4.74	2.87	7.83	4.90	2.93
HISPANICS	NUMBER	259	152	107	306	180	126
	PERCENT	8.97	5.26	3.	10.07	5.92	4.14
A- ASIANS	NUMBER	257	138	119	287	152	135
	PERCENT	8.90	4.78	4.12	9.44	5.00	4.44
AM. IND.	NUMBER	26	16	10	24	14	10
	PERCENT	0.90	0.55	0.35	0.79	0.46	0.33
TOT. MIN.	NUMBER	762	443	319	855	495	360
	PERCENT	26.38	15.33	11.04	28.13	16.28	11.84
TOTAL	NUMBER	2889	1565	1324	3040	1686	1354
	PERCENT	100.00	54.17	45.83	100.00	55.46	44.54

TABLE 6

SKILLED CRAFTS EMPLOYEES, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	544	9	535	564	11	553
	PERCENT	67.08	1.11	65.97	65.89	1.29	64.60
BLACK	NUMBER	77	1	76	80	0	80
	PERCENT	9.49	0.12	9.37	9.35	0.00	9.35
HISPANICS	NUMBER	126	1	125	141	1	140
	PERCENT	15.54	0.12	15.41	16.47	0.12	16.36
ASIANS	NUMBER	53	0	53	59	0	59
	PERCENT	6.54	0.00	6.54	6.89	0.00	6.89
AM. IND.	NUMBER	11	0	11	12	0	12
	PERCENT	1.36	0.00	1.36	1.40	0.00	1.40
TOT. MIN.	NUMBER	267	2	265	292	1	291
	PERCENT	32.92	0.25	32.68	34.11	0.12	34.00
TOTAL	NUMBER	811	11	800	856	12	844
	PERCENT	100.00	1.36	98.64	100.00	1.40	98.60

TABLE 7

SERVICE MAINTENANCE STAFF, 1987-1989
BY SEX AND ETHNICITY

		1987			1989		
		TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
WHITE	NUMBER	827	217	610	778	189	589
	PERCENT	42.81	11.23	31.57	41.41	10.06	31.35
BLACK	NUMBER	428	152	276	377	142	235
	PERCENT	22.15	7.87	14.29	20.06	7.56	12.51
HISPANICS	NUMBER	455	100	355	492	129	363
	PERCENT	23.55	5.18	18.37	26.18	6.87	19.32
ASIANS	NUMBER	201	40	161	205	40	165
	PERCENT	10.40	2.07	8.33	10.91	2.13	8.78
AM. IND.	NUMBER	21	2	19	27	3	24
	PERCENT	1.09	0.10	0.98	1.44	0.16	1.28
TOT. MIN.	NUMBER	1105	294	811	1101	314	787
	PERCENT	57.19	15.22	41.98	58.59	16.71	41.88
TOTAL	NUMBER	1932	511	1421	1879	503	1376
	PERCENT	100.00	26.45	73.55	100.00	26.77	73.23

AB 605 REPORT

STAFF AND MANAGEMENT AFFIRMATIVE ACTION AT THE UNIVERSITY OF CALIFORNIA 1987 - 1989

Submitted To

The California Postsecondary Education Commission

September 1990

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INTRODUCTION

Under State Education Code Section 66903.1 (Assembly Bill No. 605), the University of California is required to present, on a biennial basis, a narrative evaluation of progress in the employment of minorities and women in University staff and management. This report is submitted to the California Postsecondary Education Commission pursuant to those requirements.

In past reports, the University presented its data and narrative by EEO-6 categories (i.e., Executive/Administrative/Managerial; Professional Non-Faculty; Secretarial/Clerical; Technical/ Paraprofessional; Skilled Craft; and Service/Maintenance). More pertinent to the University's assessment of affirmative action progress is an evaluation of the representation of minorities and women within its four-tier personnel system. Because this information has not been provided previously, the University is presenting its data and narrative from 1988 (when the four-tier personnel system was fully implemented) to 1990.

The report is presented in two parts. Part I, Representation of Minorities and Women in University Staff and Management, provides statistical information on the changing demographic composition of racial and ethnic minorities and women in the University's staff and management workforce. The report summarizes affirmative action data from 1988 to 1990 by the University's four-tier personnel system for staff and management employees.

Part II of the report highlights Programmatic Activities undertaken by the University in the Office of the President and at the campuses during the past two years to improve and strengthen affirmative action programs for staff and management.

I. REPRESENTATION OF MINORITIES AND WOMEN IN UNIVERSITY STAFF AND MANAGEMENT

The University of California instituted a four-tier personnel system for staff and management employees at all campuses in July 1988. The four tiers are:

- Executive Program
- Management and Professional (MAP) Program
- Administrative and Professional Staff (A&PS) Program
- Staff Personnel Program

This report provides an opportunity to examine the demographic composition of racial and ethnic minorities and women in each tier of the University's personnel system. Each section of this part of the report contains an analysis of the change in demographic composition for each personnel program from 1988 to 1990, along with the net change in representation by number and percentage points. (An overview of Universitywide staff and management personnel program totals for April 1990 is included as Appendix A.)

Executive Program

The Executive Program includes positions which provide campus or Universitywide leadership and which are responsible for setting policy and program direction. Such positions include Officers of the University and senior-level administrators. Currently there are 343 filled Executive Program positions at the nine campuses and in the Office of the President and the Offices of the Principal Officers of The Regents.

Table 1 illustrates the representation of minorities and women in the Executive Program in 1988 and 1990, together with changes over the two-year period. Both numerical and percentage representations of minorities have increased overall, and for each minority group in the Executive Program. Minority executives currently number 42, or 12.2% of the total, an increase from 29 (8.8%) in 1988. The increase of 13 members is equal to the net overall change in the number of Executive Program members during the same time period. Of minority groups, Blacks represent the largest number of Executive Program members with 21 (6.1%), followed by Hispanics with 11 (3.2%), and Asians 8 (2.3%). Two Executive Program members are American Indian.

Women now number 77, or 22.4% of the total Executive Program, an increase of 17 women over the previous two years. Both minority and White women experienced gains in representation. The number of minority women holding executive positions increased from 6 to 14, while the number of White female executives increased from 54 to 63. White women now represent 18.4%, and minority women 4.1% of the Executive Program.

There have been limited opportunities to affect representation in the Executive Program over the past two years. From 1988 to 1990, the net change in growth in the Executive Program was only 13 positions, or less than 4.0%. Moreover, much of the turnover that does occur at this level is in the area of academic administration (e.g., Deans), in which minority availability is low. Academic

administrators represent 31.0% of the Executive Program appointments. (See Appendix B.) However, despite these limiting factors, over one-half of the Executive appointments made in the past year were women or minorities.

TABLE 1

EXECUTIVE PROGRAM
Changes In Demographic Composition Of Minorities And Women
1988-1990

		1988	1990	Change
Total Executives	Number:	330	343	+ 13
	Percent:	100.0%	100.0%	
Total Minorities	Number:	29	42	+ 13
	Percent:	8.8%	12.2%	+ 3.4
Black	Number:	13	21	+ 8
	Percent:	3.9%	6.1%	+ 2.2
Hispanic	Number:	9	11	+ 2
	Percent:	2.7%	3.2%	+ 0.5
Asian	Number:	6	8	+ 2
	Percent:	1.8%	2.3%	+ 0.5
American Indian	Number:	1	2	+ 1
	Percent:	0.3%	0.6%	+ 0.3
Total Women	Number:	60	77	+ 17
	Percent:	18.2%	22.4%	+ 4.2
Minority Women	Number:	6	14	+ 8
	Percent:	1.8%	4.1%	+ 2.3
White Women	Number:	54	63	+ 9
	Percent:	16.4%	18.4%	+ 2.0

Source: U.C. Corporate Personnel System, ER 2 Report, April 1988 and April 1990.

Management and Professional Program

The demographic composition of minorities and women in the Management and Professional Program is displayed in Table 2. Currently, the MAP Program comprises 2,595 members, an increase of 253 from 1988. The MAP Program includes management positions below the Executive level together with senior-level professional positions.

As shown in Table 2, minorities now hold 411, or 15.8%, of all MAP positions, and their number has increased both overall and for each minority group during the past two years. Asian representation in MAP increased from 6.5% (153) to 7.6% (196) over that period. Among minorities, Asians currently represent the largest proportion of MAP members. Blacks represent 4.4% of total MAP membership, followed by Hispanics with 85, or 3.3%, and American Indians with 16, or 0.6%.

The number of women holding MAP positions has increased over the past two years, from 876 to 1,012, and in 1990, women represent 39.0% of the total MAP Program. White women increased from 740 to 846, and now represent 32.6% of all MAP members. Minority women increased from 136 to 166, and now represent 6.4% of all MAP members.

TABLE 2

MANAGEMENT AND PROFESSIONAL PROGRAM
Changes In Demographic Composition
Of Minorities And Women
1988-1990

		1988	1990	Change
Total MAP	Number:	2,342	2,595	+ 253
	Percent:	100.0%	100.0%	
Total Minorities	Number:	342	411	+ 69
	Percent:	14.6%	15.8%	+ 1.2
Black	Number:	104	114	+ 10
	Percent:	4.4%	4.4%	0
Hispanic	Number:	77	85	+ 8
	Percent:	3.3%	3.3%	0
Asian	Number:	153	196	+ 43
	Percent:	6.5%	7.6%	+ 1.1
American Indian	Number:	8	16	+ 8
	Percent:	0.3%	0.6%	+ 0.3
Total Women	Number:	876	1,012	+ 136
	Percent:	37.4%	39.0%	+ 1.6
Minorities Women	Number:	136	166	+ 30
	Percent:	5.8%	6.4%	+ 0.6
White Women	Number:	740	846	+ 106
	Percent:	31.6%	32.6%	+ 1.0

Source: U.C. Corporate Personnel System, ER 2 Report, April 1988 and April 1990.

Administrative and Professional Staff Program

The Administrative and Professional Staff Program includes positions which provide high-level administrative and professional support for University departments, programs, and fields of study. The total A&PS workforce at the University's nine campuses and in the Office of the President and the Offices of the Principal Officers of The Regents now numbers 14,984.

Table 3 shows the current demographic composition of minorities and women in the A&PS Program and the changes in the representation of specific demographic groups from 1988 to 1990. As Table 3 indicates, the number of minority employees holding A&PS positions has increased both overall and for each individual minority group during those years. Asians increased by 303, from 1,681 to 1,984, Hispanics increased by 179, from 755 to 934, Blacks increased by 168, from 797 to 965, and American Indians increased by 12, from 62 to 74. Minorities now represent 26.4% of the A&PS workforce.

The number of women holding A&PS positions grew by 1,192 over the past two years, and currently women represent 62.0% of the total A&PS workforce. Minority women experienced increases in both numerical and proportional representation. The number of minority women holding A&PS positions increased by 411 between 1988 and 1990, as their proportion grew from 15.4% to 16.3% of the A&PS Program. Although the proportion of White women in the A&PS Program decreased by 0.4 of a percentage point because of the increase in the total number of A&PS personnel, their actual number increased by 781.

TABLE 3

ADMINISTRATIVE AND PROFESSIONAL STAFF PROGRAM
Changes In Demographic Composition
Of Minorities And Women
1988–1990

		1988	1990	Change
Total A&PS	Number:	13,155	14,984	+ 1,829
	Percent:	100.0%	100.0%	
Total Minorities	Number:	3,295	3,957	+ 662
	Percent:	25.0%	26.4%	+ 1.4
Black	Number:	797	965	+ 168
	Percent:	6.1%	6.4%	+ 0.3
Hispanic	Number:	755	934	+ 179
	Percent:	5.7%	6.2%	+ 0.5
Asian	Number:	1,681	1,984	+ 303
	Percent:	12.8%	13.2%	+ 0.4
American Indian	Number:	62	74	+ 12
	Percent:	0.5%	0.5%	0
Total Women	Number:	8,103	9,295	+ 1,192
	Percent:	61.6%	62.0%	+ 0.4
Minority Women	Number:	2,027	2,438	+ 411
	Percent:	15.4%	16.3%	+ 0.9
White Women	Number:	6,076	6,857	+ 781
	Percent:	46.2%	45.8%	- 0.4

Source: U.C. Corporate Personnel System, ER 2 Report, April 1988 and April 1990.

Staff Personnel

The Staff Personnel Program represents the largest of the four staff and management personnel categories. It currently numbers 72,977 employees, an increase of 6,272 from 1988 to 1990. The Program includes employees in a wide variety of occupational areas including secretarial and clerical, service and maintenance, and technical and paraprofessional job classifications.

Minority representation among Staff Personnel is substantial and continues to grow. As shown in Table 4, total minorities increased by 4,758 employees over the past two years and now represent 42.5% of all Staff Personnel. With regard to individual minority groups, each group demonstrated a significant numerical gain. Currently, Asians represent 16.3%, Hispanics 13.6%, Blacks 11.8%, and American Indians 0.7% of all Staff Personnel.

Women represent a large proportion of Staff Personnel: 63.5% of the total category are women, an increase of 3,749 over the past two years. This increase resulted in large part from the increase that occurred among minority women, whose numbers grew by 2,901 from 1988 to 1990. Minority women now represent over one-quarter, 26.1%, of the total Staff Personnel category. At the same time, the number of White women in this category increased by 848, but decreased in percentage representation from 39.6% to 37.4%.

TABLE 4

STAFF PERSONNEL PROGRAM
Changes In Demographic Composition Of Minorities And Women
1988-1990

		1988	1990	Change
Total Staff	Number:	66,705	72,977	+ 6,272
	Percent:	100.0%	100.0%	
Total Minorities	Number:	26,254	31,012	+ 4,758
	Percent:	39.4%	42.5%	+ 3.1
Black	Number:	7,778	8,621	+ 843
	Percent:	11.7%	11.8%	+ 0.1
Hispanic	Number:	7,947	9,940	+ 1,993
	Percent:	11.9%	13.6%	+ 1.7
Asian	Number:	10,070	11,898	+ 1,828
	Percent:	15.1%	16.3%	+ 1.2
American Indian	Number:	459	533	+ 74
	Percent:	0.7%	0.7%	0
Total Women	Number:	42,582	46,331	+ 3,749
	Percent:	63.8%	63.5%	- 0.3
Minority Women	Number:	16,145	19,046	+ 2,901
	Percent:	24.2%	26.1%	+ 1.9
White Women	Number:	26,437	27,285	+ 848
	Percent:	39.6%	37.4%	- 2.2

Source: U.C. Corporate Personnel System, ER 2 Report, April 1988 and April 1990.

II. PROGRAMMATIC ACTIVITIES

This section includes projects implemented by the Office of the President to advance affirmative action Universitywide, Universitywide programs implemented at the various campuses, and programmatic activities reported by the campuses for 1988 and 1989 which continue their affirmative action efforts. Although the focus of this section is on new programmatic activities, it is important to note that extensive affirmative action programs are already in place at all campuses, including formal affirmative action plans for increasing the representation of minorities and women within staff and management positions where they are not fully represented. Employment opportunities are advertised widely in appropriate media, and campuses employ outreach recruiters to identify affirmative action candidates for campus vacancies. In addition, a variety of career development activities, such as Management Fellowships and Internships, are available to minority and women employees.

On September 26, 1988, at the outset of the 1988-89 academic year, President Gardner wrote to the Chancellors reaffirming the University's commitment to the achievement of diversity throughout all areas of the institution. The President also requested and received reports from the Chancellors on specific steps needed to improve and strengthen affirmative action efforts at each campus. Within the Office of the President, the President directed Senior Vice Presidents Brady and Frazer to appoint advisory committees, broadly representative of the University community, to review reports and recommendations for their respective areas of responsibility on matters of affirmative action, and to advise on new initiatives in each area.

Office of the President

In 1989, responsibilities for staff and management affirmative action were combined with business affirmative action under a Director position, reporting directly to Senior Vice President Brady. As a result of the reorganization of affirmative action responsibilities in the Office of the Senior Vice President--Administration, the focus of affirmative action now extends beyond monitoring and compliance to the development of programs with Universitywide impact. The following are examples of some of the many efforts introduced or implemented by the Office of the President.

Affirmative Action Advisory Committee--Administration

In March 1989, Senior Vice President Brady established an Affirmative Action Advisory Committee-Administration charged with providing advice and recommendations to improve and strengthen affirmative action programs for staff and management personnel and in University business contracting. The Committee includes representatives from throughout the University community in the affirmative action, personnel, and business areas. The Affirmative Action Advisory Committee--Administration submitted its first report in June 1990. In that report, the Committee provided recommendations to improve existing programs and presented proposals for implementing new programs for the recruitment, development, and promotion of groups which are underrepresented in the University workforce, particularly at the executive and management levels.

National Advertising Campaign

The National Advertising Campaign was launched in March 1990. This media campaign was initiated to improve the University's national visibility as a major employer, and it targets publications for minorities, women, and the disabled. Three advertisements were designed, emphasizing a global image for the University and encouraging women and minorities to apply for management positions.

Thus far, the advertisements have appeared in the following publications: *Hispanic Business*, *Affirmative Action Register*, *Vista Magazine*, *Working Woman*, *Black Enterprise*, *Asian Weekly*, *Nuestro Tiempo*, and *Urban League News*. During the next six months, the advertisements are scheduled to appear in *Spectrum*, *Winds of Change*, *NSBE* (National Society of Black Engineers), *Intercambios Magazine*, and *Black Issues in Higher Education*. The next phase of the campaign also will include targeting publications for the disabled, Vietnam era veterans, and special disabled veterans. Advertisements will be published in *Accent on Living*, *Mainstream*, *Veterans' Outlook*, *Sports 'n Spokes*, and *Paraplegia News*.

In addition to the advertisements, a Universitywide employment brochure has been designed and printed. The brochure provides information about the University of California system for use in outreach recruitment activities for management-level applicants.

HispanData

Another new project undertaken in 1990 is membership by the Office of the President in HispanData, a national Hispanic resume database. Membership in HispanData provides unlimited use of the resume database service by all University campus and Laboratory employment offices. The database consists of several thousand resumes of Hispanic professionals and managers with experience in career fields such as engineering, computer science, finance, accounting, and management. The University will provide HispanData with professional and management-level job vacancy listings and HispanData will search its database for matching qualified resumes.

Analysis of New Hires, Promotions, and Separations

The Office of Business and Employment Affirmative Action is coordinating with the Information Systems and Administrative Services Department to produce data on new hires, promotions, and separations by gender and ethnicity for University staff and management employees by the four personnel programs. This information will be utilized to analyze and report on trends in the promotion and retention of minorities and women at the University.

Berkeley

Recent affirmative action efforts at the Berkeley campus have focused on increasing female and minority representation in the MAP and A&PS programs. Major emphasis was placed on providing career development opportunities for employees in Staff Personnel categories. Through one program, eighteen staff members were placed in the newly instituted Staff Internship Program. In

conjunction with the School of Business, the Personnel Office has applied for a U.S. Department of Labor grant to fund an additional 10-15 interns and management fellows.

Career counseling services continue to assist employees from underrepresented groups. In addition to formal career planning workshops, a support group has been established to provide drop-in counseling services and to provide an environment in which employees share their concerns.

Additional initiatives include an affirmative action tracking system, which allows administrators and directors to audit the employee selection process for adherence to affirmative action goals, and the expansion of programs to address employee needs for child care and elder care.

Davis

At the Davis campus, annual management and organizational reports and administrative personnel evaluations now include information regarding affirmative action efforts and progress. As an example of this, a special program was initiated in 1988 to conduct a review of the Davis Medical Center affirmative action program by using an external community review board.

Leadership at the Davis campus has been enhanced by the creation of the position of Assistant Vice Chancellor for Campus Diversity. A management fellow, selected specifically to develop educational programs for diversity, will assist the Assistant Vice Chancellor.

A pilot affirmative action program has been developed to further the advancement of minority and women employees at the Davis campus. The program provides educational training and internships for competitively selected candidates. To date, eight participants have been placed in higher-level positions. A similar program is being developed specifically for nursing positions. Other training programs held this year included one for mid-level managers, called "Managing Diversity in the 90's." The program consisted of a series of six seminars covering such topics as sexual harassment and affirmative action.

Irvine

A number of new initiatives and programs were recently developed at the Irvine campus, the result of ongoing campus activities, and of recommendations made by the Chancellor's Think Tank on Diversity, established in 1988.

The Chancellor's Management Fellows Program was established to offer career advancement opportunities to women and minorities. This year's Fellow will be recruited to work in the Human Resources Office and will be responsible for coordinating recruitment strategies to diversify the Irvine campus's internal and external staff and management applicant pools.

Affirmative action progress has been made in appointments to senior management positions. Four of the last seven Executive Program appointments are from underrepresented groups. Such efforts have been aided by the Chancellor's request to Vice Chancellors, Deans, and Directors concerning the update of all management-level job descriptions to include a statement which outlines a commitment to a diverse workforce and supportive work climate.

The Human Resources Office is studying various organizational approaches for improving the retention of minority staff members. The Office also includes a "Principles of Community" statement, which reaffirms the Irvine campus's commitment to diversity and nondiscrimination, as a part of new-employee orientation

PRISM (Policy, Procedure and Program Referral Inventory System for Management), a program intended to increase diversity in the management ranks, is being developed jointly by the campus Affirmative Action and Personnel Offices as part of the campus' Five-year Affirmative Action Plan. The system will provide a comprehensive human-resource information, planning, and referral system to strengthen affirmative action recruitment activities.

Los Angeles

The Chancellor has established a Council on Diversity to provide campus leadership for the advancement of student, faculty, and staff diversity at the Los Angeles campus. The Council's primary objective was to develop recommendations for increasing the representation of minorities and women within the Executive and MAP Programs. The Council's most recent focus, in conjunction with the UCLA Higher Education Research Institute, is to conduct a campuswide study of diversity, expected to be completed by Winter Quarter 1991. The study will incorporate three surveys distributed to 8,000 students, 1,800 faculty members, and 1,500 staff. Segments of the campus community will analyze the survey, and their findings will be used as the basis for actions and policies to strengthen campus diversity.

The Staff Affirmative Action Office is developing diversity education programs designed to provide skills development for managers and supervisors in the area of intercultural communication, and to assist managers in developing organization-specific training programs. The education programs include large-group workshops, small-group discussions, films on diversity issues, and participation in cultural programming at campus museums, galleries, and theaters.

The Staff Personnel Office is in the process of hiring a two-year Management Fellow to serve as Diversity Coordinator. The incumbent, under a joint mentorship with the Administrative Vice Chancellor, will have responsibility for supervising outreach staff, creating a forecasting and succession planning model for Executive Program and MAP openings, developing innovative recruitment strategies, and further developing the campus resume bank. The Diversity Coordinator also will coordinate the development of diversity plans with campus departments.

As part of the expansion of its outreach activities, the Los Angeles campus has hired an Hispanic Outreach Recruiter and has implemented a Black Outreach Program. Also under consideration for expansion are the Management Skills Assessment Program and the Target of Opportunity Program.

The UCLA Medical Center Human Resources Department has developed various programs which address diversity issues. Training seminars have been conducted for management on awareness of, and sensitivity to, diversity. A task force was created to promote and foster knowledge of health careers among students at the junior high, high school, and community college levels. The Medical Center continues to sponsor a fellowship to develop minority candidates for middle and senior management positions.

Riverside

Several new committees, in addition to the Chancellor's Affirmative Action Advisory Committee, have been established which have affirmative action responsibilities at the Riverside campus: the Chancellor's Native American Advisory Committee, the Chancellor's Asian/Pacific Advisory Committee, the Chancellor's Advisory Committee on the Status of Lesbians and Gays, and the Chancellor's Child Care Task Force. Two other committees, the Chancellor's Committee on the Prevention of Sexual Harassment and the Chancellor's Advisory Committee on Disabilities, continue from 1989. The various committees are addressing such issues as the development of cultural awareness programs for managers and employees, reasonable accommodations for the handicapped, and the development of programs for reducing cultural and sexual stereotypes.

An additional group, the Committee on the Status of Women, is initiating a mentorship program to assist women employees with job development and preparation for promotional opportunities. A Management Services Officer Internship Program, another development program, continues to operate with a high minority participation rate.

San Diego

In 1988, the San Diego campus developed the Promotion Project, a specialized training program instituted to upgrade minorities and women into job classifications where they are underrepresented. This program funds the first three months' salary for a position in instances where a promotion assists in meeting a campus affirmative action goal, thereby providing the hiring department with an incentive for participation in the program. The Promotion Project has been successful, and minorities and women are being placed in job groups in which they are underrepresented, particularly in the A&PS Program.

Another program instituted at the San Diego campus is the Annual Diversity Awards Event sponsored by the Chancellor. This event provides recognition to individuals and departments that have made a significant contribution to diversifying the workforce.

The Chancellor's Affirmative Action Advisory Committee, composed of faculty, staff, and student subcommittees, provides recommendations and advice on campus affirmative action issues. The staff subcommittee, in particular, is addressing such issues as the status of women, the development of more effective data dissemination procedures, and a racial harassment policy.

In October 1989, the campus established the Outreach Recruitment Program to develop and maintain an aggressive affirmative action recruitment program. The focus of the program is to recruit members of underrepresented groups at the MAP and A&PS levels. Specific activities include special advertising, targeted mailings, maintenance of a resume bank, placement assistance, and consultation services provided to personnel analysts and department representatives.
Finally, new initiatives include a monitoring program to evaluate Vice Chancellors and Directors on their progress in achieving diversity in referral pools and in competitive and non-competitive placements. Additionally, each organizational unit has developed plans for meeting diversification targets. Funds have been allocated for diversity training for managers, and to the Staff Affirmative

Action Training Program Committee for the development of diversity programs. The San Diego campus also will host two conferences in 1990, the Conference on Ethnic and Gender Diversity and the UC Chicano/Latino Consortium.

San Francisco

In May 1988, the Chancellor appointed a campus Task Force on Cultural/Ethnic Diversity. Many of the programs recommended by the Chancellor's Task Force on Cultural/Ethnic Diversity continue from last year. These programs include affirmative action scholarships and tuition reimbursement programs, the MAP Fellowship Program, training seminars on nondiscrimination and valuing diversity, and support for special events. Individual departmental plans are progressing, and each school, the Medical Center, and major administrative units work with the Affirmative Action/Equal Opportunity Department to set goals and to modify their respective plans.

A new committee has been appointed to assist the Chancellor in evaluating progress toward affirmative action goals. In addition, the Affirmative Action/Equal Opportunity Department is tracking and recognizing good-faith efforts made by departments, schools, and the Medical Center in achieving diversity goals. The Department also works with specific groups to improve the diversity of particular applicant pools.

Finally, a discussion of a special endowment fund for inclusion within the campuswide fund-raising campaign is on the Chancellor's Fall Quarter agenda.

Santa Barbara

As part of its commitment to diversity, the Santa Barbara campus provides opportunities for minority and women administrators to obtain advanced degrees through regularly-established campus programs and to attend external management institutes at Stanford and Bryn Mawr. In addition, the campus has achieved positive results with its Management Fellowship Program. Since the inception of the program, the Santa Barbara campus has awarded thirteen fellowships to minorities and women under the mentorship of senior campus officials. Five of the fellowships were awarded to Hispanics, all of whom were subsequently promoted to Executive or MAP-level positions.

Santa Barbara has introduced a new staff employee development program, the Affirmative Action Staff Employee Development Scholarship Program. This program enables managers and supervisors to be more directly involved in the career and skills development of minority and women employees. To date, scholarships have been awarded to 16 staff employees.

The Santa Barbara campus has also hosted a symposium for campus administrators and managers on "Moving Toward a Multi-Cultural University: Issues of Accountability." From the ideas presented at that symposium, a campus training and development program was implemented which addresses cultural awareness, sensitivity, and appreciation in an effort to improve personal and professional interaction among employees. A new Supervisory Certificate Program was developed which provides training in recruiting, communicating, and managing within a multi-cultural environment.

Finally, various diversity advisory committees and work groups drawn from Academic Affairs, Student Affairs, Administrative Services, and Institutional Advancement recommend new policies concerning departmental affirmative action recruitment, the development of unit diversity plans, and preparation of a campus statement regarding the campus's commitment to diversity.

Santa Cruz

Two recruitment initiatives were developed in 1988, the Target of Opportunity Program for senior administrative appointments and the proactive outreach recruitment effort. Each program is now at a different level of implementation at the Santa Cruz campus. The Target of Opportunity Program for Staff (TOPS), modeled after the successful faculty Target of Opportunity Program, is expected to be implemented in the Fall Quarter 1990.

With respect to its outreach recruitment program, Santa Cruz is in the final stages of interviewing for an outreach recruiter. The position will assist in increasing the number of affirmative action candidates in applicant pools and will work closely with the recently hired Training and Recruitment Analyst in the Affirmative Action Office.

The Affirmative Action Office was expanded and staffed with a Director, hired in August 1989. The Office is undertaking the following activities: expanding the Management Fellowship Program; developing a recruitment data bank which will contain resumes of external candidates, employees, and applicants who were interviewed but not hired; and initiating a procedure to assist departments in reaching their affirmative action goals. In addition, the Office is meeting with constituent groups to discuss issues of mutual concern, and will begin an extensive community education program on nondiscrimination.

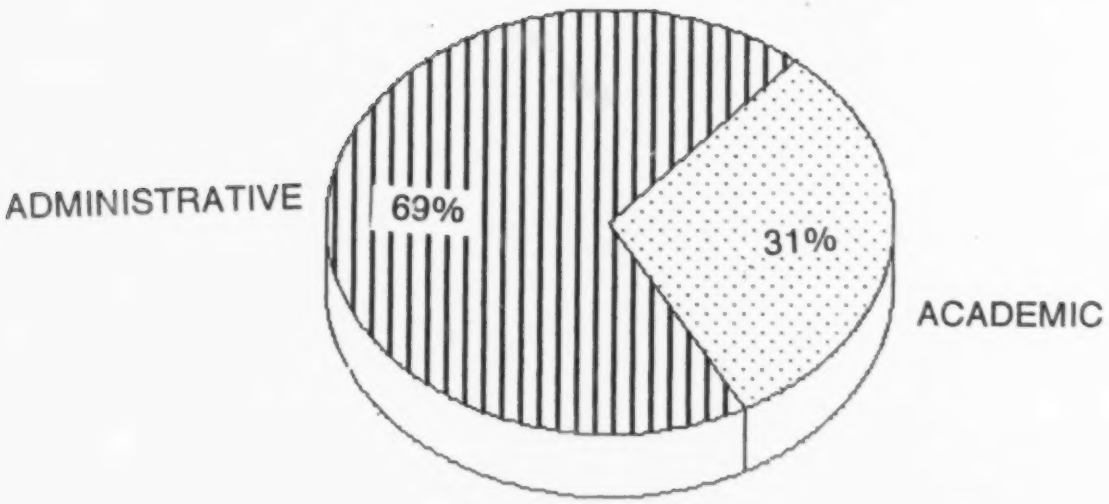
APPENDICES

UNIVERSITYWIDE MANAGEMENT AND STAFF PROGRAM TOTALS*
BY SEX AND ETHNICITY
APRIL 1990

PROGRAM	WHITE M	WHITE F	BLACK M	BLACK F	HISPANIC M	HISPANIC F	ASIAN M	ASIAN F	AM IND M	AM IND F	TOTAL MINORITIES	TOTAL MALE	TOTAL FEMALE	GRAND TOTAL
EXECUTIVE	238	63	13	8	9	2	6	2	0	2	42	266	77	343
	69.4%	18.4%	3.8%	2.3%	2.6%	0.6%	1.7%	0.6%	0.0%	0.6%	12.2%	77.6%	22.4%	100.0%
SUB TOTAL	301		21		11		8		2					
	87.8%		6.1%		3.2%		2.3%		0.6%					
MAP	1,338	846	58	56	57	28	124	72	6	10	411	1,583	1,012	2,395
	51.6%	32.6%	2.2%	2.2%	2.2%	1.1%	4.8%	2.8%	0.2%	0.4%	15.9%	61.0%	39.0%	100.0%
SUB TOTAL	2,184		114		85		196		16					
	84.2%		4.4%		3.3%		7.6%		0.6%					
A&PS	4,170	6,857	355	610	424	510	718	1,266	22	52	3,957	5,689	9,295	14,984
	27.8%	45.8%	2.4%	4.1%	2.8%	3.4%	4.8%	8.4%	0.1%	0.3%	26.4%	38.0%	62.0%	100.0%
SUB TOTAL	11,027		965		934		1,984		74					
	73.6%		6.4%		6.2%		13.2%		0.5%					
STAFF	14,680	27,285	3,079	5,542	4,138	5,802	4,562	7,336	187	366	31,012	26,646	46,331	72,977
	20.1%	37.4%	4.2%	7.6%	5.7%	8.0%	6.3%	10.1%	0.3%	0.5%	42.5%	36.5%	63.5%	100.0%
SUB TOTAL	41,965		8,621		9,940		11,898		553					
	57.5%		11.8%		13.6%		16.3%		0.8%					
TOTAL:	20,426	35,051	3,505	6,216	4,628	6,342	5,410	8,676	215	430	35,422	34,184	56,715	
	22.4%	38.6%	3.9%	6.8%	5.1%	7.0%	5.9%	9.5%	0.2%	0.5%	39.0%	37.6%	62.4%	
GRAND TOTAL	55,477		9,721		10,970		14,086		645			90,899		
	61.0%		10.7%		12.1%		15.4%		0.7%			100.0%		

Source: U.C. Corporate Personnel System--ER 2 Reports, April 1990.
Note: This table excludes employees with no identified ethnicity.
*Includes career, casual, casual restricted, contract and per diem employees.

UNIVERSITY OF CALIFORNIA
EXECUTIVE PROGRAM APPOINTMENTS



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1991, the Commissioners representing the general public were:

Lowell J. Paige, El Macero; *Chair;*
Henry Der, San Francisco; *Vice Chair;*
Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Mari-Luci Jaramillo, Emeryville;
Dale F. Shimasaki, San Francisco
Stephen P. Teale, M.D., Modesto.

Representatives of the segments were:

Joseph D. Carrabino, Orange; appointed by the California State Board of Education;

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary and Vocational Education.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

COMPOSITION OF THE STAFF IN CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES FROM 1977 TO 1989

California Postsecondary Education Commission Report 91-4

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

90-22 Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1990)

90-23 Student Profiles, 1990: The First in a Series of Annual Factbooks About Student Participation in California Higher Education (October 1990)

90-24 Fiscal Profiles, 1990: The First in a Series of Factbooks About the Financing of California Higher Education (October 1990)

90-25 Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989: A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (October 1990)

90-26 Legislation Affecting Higher Education During the Second Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1990)

90-27 Legislative Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-28 State Budget Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

90-29 Shortening Time to the Doctoral Degree: A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989) (December 1990)

90-30 Transfer and Articulation in the 1990s: California in the Larger Picture (December 1990)

90-31 Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for Consideration by the Council for Private Postsecondary and Vocational Education. (December 1990)

90-32 Statement of Reasons for Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for the Council for Private Postsecondary and Vocational Education. (December 1990)

91-1 Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)

91-2 Progress on the Commission's Study of the California State University's Administration: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)

91-3 Analysis of the 1991-92 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1991)

91-4 Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989: The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)

91-5 Status Report on Human Corps Activities, 1991: The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)

91-6 The State's Reliance on Non-Governmental Accreditation, Part Two: A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)

91-7 State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)

91-8 The Educational Equity Plan of the California Maritime Academy: A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)

91-9 The California Maritime Academy and the California State University: A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)

91-10 Faculty Salaries in California's Public Universities, 1991-92: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (April 1991)